



APPLICATION SUMMARY

This application summary will be used by the CSDE for a quick analysis and administrative processing of the applications received. The information provided must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Olam Public Charter School

Proposed Charter School Name

Stamford, CT

School Location (City, Town)

September 2026

Proposed Opening (month, year)

Contact Person: Jon Rosenberg

Organization: Hebrew Public

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TYPE OF SCHOOL	
Local charter school	
State charter school	X

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?		X
If yes, when will you be able to take occupancy?	Date: N/A	

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	36	50	50												136
Year 2	36	50	50	48											184
Year 3	36	52	50	48	46										232
Year 4	36	54	52	50	48	46									286
Year 5	36	56	54	52	50	48	46								342

Jon Rosenberg, CEO, Hebrew Public

A handwritten signature in black ink that reads "Jon Rosenberg".

Date: 11/4/24

Table of Contents

Application Summary

Table of Contents

I. School Vision and Design	1
1. Mission and Vision Statements	1
a. Mission	1
b. Core Purpose and Key Values	1
c. High Academic Standards	2
d. Specialized Focus and Impact on Stakeholders	2
e. Vision and Operations Alignment	5
2. Educational Philosophy	6
a. Core Beliefs and Values	6
b. Serving the Diverse Needs of Individual Students	7
c. Student Academic Achievement	7
3. Curriculum	9
a. Process Used to Identify or Develop Curriculum	9
b. Alignment to CCS and NGSS	10
c. Evidence Demonstrating Likelihood to Result in Improved Academic Performance	20
d. Appropriateness for Students	22
e. Plan for Ongoing Development	23
f. Plan for Monitoring and Evaluating	24
4. Instruction	25
a. Instructional Methods	25
b. Supporting High Standards of Achievement and Accessibility	27
c. Data-Driven Culture	33
d. Staff Professional Development	35
e. Implementing Interventions	38
5. Student Assessment	42
a. Comprehensive Assessment System	42
b. Ensuring Student Participation	46
c. Monitoring Student Progress	47
d. Using Data to Improve Curriculum and Instruction	49
e. Using Data to Implement Appropriate and Timely Student Interventions and Support	50

II. Strength of Organizational Effort	51
1. Experience and Expertise of Founders	51
a. Governing Council Membership	51
b. Partnerships	53
c. Evidence of Partnerships	53
2. School Governance and Management	54
a. Governing Council Structure	54
b. Initial Selection of Officers and Members	55
c. Selection, Recruitment, and Removal of Officers and Members	56
d. Governing Council Oversight and Responsibilities	58
e. Delegating to School Administrators	59
f. Hiring and Evaluating School Administrators	60
g. Plan for Partnership with Organizations	61
3. School Leader	64
a. Plan to Recruit and Hire a Lead Administrator	64
4. Evidence of Support	67
a. Evidence of Support	67
III. School Composition, Services, and Policies	68
1. School Demographics	68
a. Needs of the Community	68
b. Grade Ranges and Ages	73
c. Family and Community Involvement	74
2. Special Education and Section 504 of the Rehabilitation Act of 1973	76
a. Plan to Meet the Needs of Students with Disabilities	76
b. Understanding Responsibility	80
c. Policies and Procedures	81
d. Parent Engagement	83
3. English Learners/Multilingual Learners	83
a. Identifying and Serving English Learners/Multilingual Learners	83
b. Supporting a Responsive General Education Classroom	87
c. Parent and Guardian Communication	88
d. Monitoring and Evaluating Program Effectiveness	89
e. Meeting State and Federal Requirements	91
4. Admissions Policy and Criteria	92

a. Admissions Policy and Criteria	92
b. Student Recruitment Policy	92
c. Reducing Racial, Ethnic, and Economic Isolation	94
5. Student Discipline Policies	94
a. Behavior Management System	94
b. Discipline Policies	95
c. Student Expulsion and Suspension	101
d. Restorative Practices	106
6. Human Resource Policies	106
a. Criteria and Standards for Hiring and Dismissal	106
b. Targeted Staff Size and Teacher to Student Ratio	107
c. Attracting, Retaining, and Developing Teachers and Leaders	108
d. Increasing Racial and Ethnic Diversity	110
e. Human Resource Policies	112
f. Evaluating and Supporting Teachers and Administrators	113
7. Child Day Care Services	114
8. Student Health and Welfare	114
IV. School Viability	114
1. Building Options	114
a. Identifying and Acquiring a Facility	114
b. Suitability of the Facility to Support the Proposed School	115
2. Financial Plan	115
a. Pre-Opening Budget Narrative	115
b. Five-Year Budget Narrative	116
c. Cash Flow Projection	116
d. Schedule of Borrowings and Repayments	116
e. Managing School Finances	116
f. Fiscal Controls and Financial Management Policies	117
g. Financial Management System	118
h. Tracking Finances in Daily Operations	119
3. Self-Evaluation and Accountability	119
a. Clear and Operational Goals	119
b. Clear Systems of Accountability for All Stakeholders	120
c. Robust Data Systems and Processes	122

d. Sharing Learning Practices and Experiences with the Local Board of Education	123
4. Timetable	123
a. Pre-Opening Action Plan	123
5. Transportation	124

Appendices	
Appendix A	Statement of Assurances
Appendix B	Waiver Requests
Appendix C	Founding Team Resumes
Appendix D	Sample Schedules
Appendix E	Scope and Sequences/Curriculum Maps
Appendix F	Intellectual Prep and Common Meeting Times
Appendix G	Instructional Strategies
Appendix H	Detailed Lesson Structures
Appendix I	Assessments
Appendix J	Fiscal Policies
Appendix K	Financial Plan
Appendix L	Bio of Consultants and Scope of Services
Appendix M	Financial Letters of Support
Appendix N	Evaluation and Professional Development
Appendix O	Hiring and Compensation Policies
Appendix P	Student and Family Handbook
Appendix Q	Employee Handbook
Appendix R	Sample Bylaws
Appendix S	Sample Board Dashboard
Appendix T	CMO Management Agreement
Appendix U	Outreach and Support

I. SCHOOL VISION AND DESIGN

1. MISSION AND VISION STATEMENTS

a. Mission. The mission of Olam Public Charter School (OPCS) is to prepare its diverse student body for advanced studies through a rigorous curriculum and the integration of global citizenship competencies, including instruction in Modern Hebrew.

b. Core Purpose and Key Values. The core purpose of OPCS is to empower students academically and personally to reach their full potential and to achieve continued personal growth as ethical and informed global citizens. Our work is organized around the OLAM Values, a guiding set of principles that suffuses each element of our program design:

- **Outstanding Problem-Solvers.** We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process. We use critical thinking and evidence to solve problems.
- **Lifelong Learners.** We are raising students to fall in love with learning, so that they continue their learning journey for a lifetime. As adults, we welcome and embrace feedback, and we know that the key to student improvement is our own growth and development.
- **Aware Communicators.** We know that listening deeply, taking others' perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens. We communicate clearly and effectively with different audiences.
- **Making a Difference.** We use our problem solving, learning, and communication skills to make big and small differences in the world. From the kindergarten student helping a friend tie their shoelaces, to the teams of adults committed to providing outstanding educational opportunities for our students, each of us plays a role in positively shaping the world we live in.

By providing a common language shared by all members of our community, the OLAM Values — which are an acronym for the Hebrew word for 'world' — have proven instrumental in supporting our efforts to create positive school cultures. OPCS will be part of the Hebrew Public charter management organization, which has 4 schools in New York and Pennsylvania (Hebrew Language Academy Charter School, Hebrew Language Academy Charter School 2, Staten Island Hebrew Public Charter School, Philadelphia Hebrew Public Charter School). Specifically, as we use OLAM across all of our campuses, we have found that these OLAM values help students and staff to think critically, demonstrate empathy, communicate clearly, listen well, value learning, and bring all of these skills together to improve their communities. The values are distilled in great part from the Asia Society's global competencies framework.¹

At full enrollment, the school will serve grades PreK-8 and a total of 510 students. Upon enrollment, all students are welcomed to the community, included, and academically supported. OPCS will not use screeners, will not establish barriers to entry, and will commit to helping students of all backgrounds. OPCS's proposed grade levels and estimated enrollment numbers are as follows:

	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
Grades Served	PreK–1	PreK–2	PreK–3	PreK–4	PreK–5	PreK–6	PreK–7	PreK–8
Estimated Enrollment	136	184	232	286	342	398	454	510

¹ Asia Society. *Global Competence*. <https://asiasociety.org/education/what-global-competence>

In order to keep the enrollment numbers steady, we plan to “backfill” seats to address student attrition while we build a solid reputation as a new school.

Our vision is to create an academically excellent instructional program for all students. To do so, we rely on five key design elements:

- **Differentiated Instruction.** We use different sources of information to ensure that each child is provided with challenging educational content regardless of their current academic level. Our model provides significant amounts of small-group instruction, as well as customized academic support to learners not yet meeting grade level expectations.
- **Social and Emotional Learning (SEL) and Support.** Children cannot succeed academically if they are struggling socially or emotionally in ways that impede their learning. Our commitment to SEL includes the Responsive Classroom model, with features such as morning meeting, closing circle, and advisory. It also includes the work of our social work team, our school culture team, and the training and support that all staff receive to identify and address student SEL needs.
- **Professional Development and Career Pathways.** We provide ongoing, intensive training and support for all school staff. Our Professional Development Program includes sessions during the summer and on each Friday afternoon, a model that supports high levels of student achievement by ensuring administrators, educators, and support staff have ample time to hone their practice, review pertinent data, and collaborate with their colleagues. We also provide all staff members with one-on-one coaching throughout the school year, and leadership opportunities to stretch their professional practice.
- **Diversity, Equity, and Inclusion.** With a commitment to serving children from all backgrounds and to promoting diversity within our educator workforce, we work to ensure that all students and adults in our school community feel the authentic sense of belonging that allows for connections to be made and for learning to occur. We represent a diversity of stories and lived experiences in our curricular materials and our staff development sessions.
- **World Language Instruction.** Our school is part of a growing movement of linguistically diverse public charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic. This movement is based in part on a wide body of research showing the benefits of learning a foreign language: improved school performance; problem-solving skills; cross-cultural communication; and understanding of different perspectives.² It is also consistent with our focus on global citizenship.

c. High Academic Standards. OPCS’s mission and core values are anchored in the fundamental belief that all students are capable of achieving at high academic levels when provided with the appropriately supportive learning environments that allow them to thrive. Not only does our mission communicate high standards of academic achievement, but our model is expressly designed to provide the essential academic, social-emotional, and cultural supports that allow students to meet and exceed those rigorous expectations. Academics are aligned to Connecticut Core Standards and Next Generation Science Standards, and we support the whole child through social-emotional learning and a focus on global citizenship.

d. Specialized Focus and Impact on Stakeholders. Our vision is that OPCS will serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop student skills and

² See, e.g., Mårtensson, J., et al. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage*, 63(1), 240–244; Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *Journal of Neuroscience*, 33(2), 387–396.

values. Students will emerge as highly educated, globally aware, ethical citizens who are prepared with a foundation for success in middle and high school, college, the workplace, and society.

In an increasingly polarized world, OPCS will focus on global citizenship. This includes teaching empathy, cooperation and collaboration with those who are different, and coming together to identify and solve problems in the community and the world. This focus is aligned with our OLAM Values, particularly communication and problem solving, which are integrated throughout the academics and culture of the school. In our surveys, parents requested schools “where students of all backgrounds feel comfortable” and a “school that explores diversity and promotes tolerance and mutual understanding.” Our model responds to this interest.

We have also heard community members request schools that focus deeply on World Language instruction starting at kindergarten. There are a handful of schools in Stamford that teach French and Spanish at the elementary school level (starting at 3rd grade), and the district has been discussing a dual language program in Spanish.³ More importantly, Modern Hebrew is not currently offered in the district’s public schools, and community members are intrigued by the prospect of students learning a language that is taught far less frequently than Romance languages, and which carries a story of revival from ancient to modern times. And, critically, community members have expressed a hope that our school will become a beacon of cross-cultural understanding and mutual respect that will help the next generation of Stamford residents grow up as open-minded and empathetic global citizens. Please see Appendix U for survey results.

Although Stamford schools are diverse, there is a significant opportunity gap between outcomes for White and affluent students, and those of students of color, Multilingual Learners (MLs), Students with Disabilities (SWD), and high-need students. Additionally, the ML and SWD populations have been steadily growing in Stamford.⁴ Hebrew Public has a strong record of educating high-need populations in a diverse setting. Our schools are diverse by design, meaning that we intentionally cultivate communities composed of families representing a range of backgrounds, cultures, and native languages. This approach represents an effort to redress the entrenched school enrollment patterns that frequently preclude students from learning in racially and socioeconomically diverse settings. Connecticut has one of the largest opportunity gaps in the country, and it has only worsened since the pandemic.⁵

Fewer Black and Hispanic students enroll in AP and Honors classes in Stamford, and this opportunity gap starts in the early grades.⁶ There is also a history in some schools of racial segregation within the schools.⁷ Charter schools are singularly positioned to promote school diversity when they choose to prioritize it as part of their mission. Hebrew Public uses these structural benefits in concert with our mission to create high quality, diverse charter schools in which all children thrive, starting in Pre-K, so these benefits can carry on through high school.

A 2021 report published by Columbia University’s Teachers College found that diverse-by-design charter schools have helped “students learn at higher levels than they might otherwise have achieved if they had

³ Laguarda, I. (2023, November 13). Stamford Schools Want to Start Dual English-Spanish Language Program. *Stamford Advocate*. <https://www.stamfordadvocate.com/local/article/stamford-schools-dual-language-english-spanish-18472434.php>

⁴ Laguarda, I. (2024, January 30). Stamford schools’ special education, English-learning populations are spiking. Now the budget is too. *Stamford Advocate*. <https://www.stamfordadvocate.com/local/article/stamford-schools-budget-special-education-english-18630985.php>

⁵ ConnCAN. *The Roadmap to Closing the Gap*. <https://conncan.org/wp-content/uploads/sites/16/2018/03/The-Roadmap-to-Closing-the-Gap.pdf>

⁶ Laguarda, I. (2021, February 27). Fewer Black/Hispanic students enroll in AP/Honors Courses. *Stamford Advocate*. <https://www.stamfordadvocate.com/news/article/Fewer-Black-Hispanic-students-enroll-in-15983793.php>

⁷ Olivia, N. (2016, December 22). Stamford Students Push to End Racial Segregation. *Stamford Advocate*. <https://www.stamfordadvocate.com/local/article/Stamford-students-push-to-end-racial-segregation-10814211.php>

attended their local district school, especially in English language arts, and with far fewer chronic absences and suspensions.”⁸ Hebrew Public adheres to the best practices adopted by other public charter schools that have successfully implemented diverse-by-design models, reinforcing our commitment to inclusion through social-emotional learning, community-building activities, culturally responsive practices, and restorative disciplinary policies that aim to foster welcoming environments.

In family outreach surveys and in conversations with families in Stamford, families have identified a need for “raising the bar” and “raising the standards” for ALL students in Stamford. One of the highest survey responses was a need for a school with “academic rigor with high quality curriculum and high expectations for learning.” In our diverse-by-design model, all students are working on rigorous, grade-level materials and curriculum, and are expected to meet high expectations with customized support based on their needs.

Based on the conversations we have had with community stakeholders, Hebrew Public is well-positioned to fill a need within Stamford’s educational landscape. Our diverse-by-design model will create an inclusive school where all students feel a sense of belonging. It also exposes all students to rigorous instruction and materials and incorporates strategies to increase belonging and global citizenship. Our school models have successfully reduced the opportunity gap and have increased academic and social-emotional outcomes for those furthest from opportunity—particularly students of color, low-income students, SWD, and MLs.

Specialized Focus

The mission of Hebrew Public (“HP”) is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and to prepare them to be successful global citizens. Accordingly, an integral part of OPCS’s mission will be the study of Modern Hebrew, a language undergoing a contemporary revival. Studying Modern Hebrew offers students the opportunity to learn and understand another language and to witness its growing use across varied communities. We provide instruction using the Proficiency Approach to language acquisition, which focuses on learning a language based on its use in daily life with a heavy initial emphasis on conversational proficiency.

World Language instruction correlates with higher academic achievement on standardized tests and benefits both monolingual English speakers and MLs in bilingual and two-way immersion programs. There are correlations between world language learning and increased attention,⁹ memory,¹⁰ brain growth,¹¹ increased cognitive flexibility,¹² and increased linguistic awareness; between foreign language learning and students’ ability to hypothesize in science; between children’s language development and the development of print awareness; and between early language study and higher scores on the SATs and ACTs. There is a correlation between bilingualism and attention control on cognitive tasks, intelligence, meta-linguistic skills, memory skills, and problem-solving ability.¹³

⁸ Teachers College, Columbia University. (2021). *Moving the needle on desegregation: Performance outcomes and implementation lessons from diverse-by-design charter schools*. https://www.tc.columbia.edu/media/news/images/2021/august/TC-Diverse-by-Design_Final.pdf

⁹ Krizman, J., Marian, V., Shook, A., Skoe, E., & Kraus, N. (2012). Subcortical encoding of sound is enhanced in bilinguals and relates to executive function advantages. *Proceedings of the National Academy of Sciences of the United States of America*, 109(20, 7877–7881).

¹⁰ Morales, J., Calvo, A., & Bialystok, E. (2013). Working memory development in monolingual and bilingual children. *Journal of Experimental Child Psychology*, 114(2), 187–202.

¹¹ Mårtensson, J., et al. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage*, 63(1), 240–244.

¹² Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *Journal of Neuroscience*, 33(2), 387–396.

¹³ St. Augustine College. (2024). *The Cognitive Benefits of Bilingualism*. <https://www.staugustine.edu/2024/05/30/cognitive-benefits-of-bilingualism/>

The benefits of learning a foreign language are numerous, and yet American K–12 schools lag in the teaching of foreign languages, putting U.S. students at a competitive disadvantage. Our focus on World Language learning will be a springboard for our students to have more facility in their pursuit of additional languages in the future. Studying world languages also helps foster a greater depth of understanding of the English language with reinforcement of concepts such as grammatical construction, noun-verb agreement, and vocabulary expansion. Through the study of Modern Hebrew, students are better able to appreciate and navigate the diversity of our world.

As part of our approach to providing a robust global citizenship education, we study *the particular* — Modern Hebrew and Israel — to better understand *the universal* — languages, peoples, and communities across the world. By examining the complexity of Israel’s history and present, students engage with issues of substantial geographic, sociopolitical, historical, cultural, and religious complexity. Students learn multiple perspectives, and how to listen and empathize in order to be better global citizens, to gain a deeper understanding of the world and to solve complex problems. We focus on applying learning of another society to current and future situations that will yield a more open-minded approach and respect for differences in perspective, belief, and culture. We aim to develop attitudes such as curiosity, interest, concern, and appreciation of different cultures.

e. Vision and Operations Alignment. Our vision is for students to succeed in an intentionally integrated, diverse school that reduces the opportunity gap for students of color, students with high needs, MLs, and SWD by supporting students' social-emotional growth and teaching them to be global citizens. OPCS will do this through the implementation of research-based best practices, high-quality, standards-aligned curriculum and instruction, common planning time, data-driven instruction, integrated professional development, and a diverse-by-design model. Furthermore, we aim to create an inclusive, welcoming environment where students work together to problem-solve across lines of difference.

While our principal reason for existence as an *educational institution* is to support the academic and social-emotional development of the children in our care, our vision for impact as a *civic institution* extends to all of the stakeholders who compose our community. Through our diverse, global-citizenship-oriented model, we hope to improve inter-community relations and cohesion, increasing a sense of belonging, and decreasing polarization. Our school will partner with parents, community organizations, and other community members such as social service organizations and recreation sites. Students will also participate in civics and global citizenship projects to help improve the community, as well as practice empathy and seeing multiple perspectives. Finally, as we are creating a new school, this has a positive economic impact by creating jobs for teachers and staff in the school, in facilities development, and in neighborhood revitalization.

Hebrew Public believes that the best student outcomes result when schools engage families as true partners in their children’s education. We rely on robust two-way communication with families to ensure student needs are being addressed. We translate written and oral communications to mitigate barriers to involvement, and invite families to attend school- and classroom-level celebrations. We solicit input from families through regular parent surveys and adapt our policies and programming in response to the feedback we receive.

Teachers receive high-quality, meaningful, and relevant development opportunities and have access to clear and transparent career pathways, allowing them to refine their craft and advance into positions of progressively greater responsibility while remaining part of the Hebrew Public family.

Our vision for responsible citizenship within the Stamford community consists of working in concert with existing governmental and community-based organizations—including the Stamford Public School

District—that are already working to support children and families. We are confident, based on both our needs analysis and our experiences in New York and Philadelphia, that our innovative model provides a service that parents cannot receive elsewhere. Our community stakeholders have shared with us a compelling vision for how they believe OPCS will contribute to the richness of their community by bringing together students who may not otherwise find themselves in the same setting, and uniting them through a program that features rigorous academics and World Language instruction, emphasizes social and emotional learning, and places a premium on a diversity. We understand that our success will be predicated on smooth integration into the existing educational ecosystem, and we are eager to partner, to share, and to learn.

2. EDUCATIONAL PHILOSOPHY

a. Core Beliefs and Values. The founders of OPCS believe that students learn best when they are in a context of diversity, surrounded by clear, consistent systems of support, and when given opportunities to learn individually and together. When students from different socioeconomic, racial, and cultural backgrounds come together, the bar is kept high for everyone; students learn together and from one another; they learn to celebrate and understand different cultures and viewpoints, and therefore become active, contributing global citizens who work to improve the world.

OPCS will be part of a unique charter management organization that combines research-based elements in its program design, including teaching of Modern Hebrew; racial and economic diversity; a focus on global citizenship; and a rigorous academic program. The school's instructional model relies on inquiry, differentiation, data-driven instruction, and frequent small-group instruction. In addition to standard academic measures of progress, OPCS will prioritize developing students as global citizens who are bilingual or multilingual; develop social-emotional skills of empathy, teamwork, and cross-cultural communication; and who actively engage in solving problems in the local, national, and global communities.

Hebrew Public builds schools rooted in caring, rigor, diversity, equity, and inclusion. The founding group believes that a school's academic program should be rigorous (grounded in a belief that all children are capable of demonstrating substantial academic growth); supportive (with a focus on social and emotional growth and on meeting the needs of diverse learners); and unique (teaching Modern Hebrew and focusing on global citizenship). Our commitment to racial and economic diversity—reflected in our membership in the Coalition of Diverse Charter Schools—enables students and families to build community across lines of difference. This conscious effort around diversity, equity, and inclusion is a core part of our school design, and is increasingly vital during this period of intense polarization.

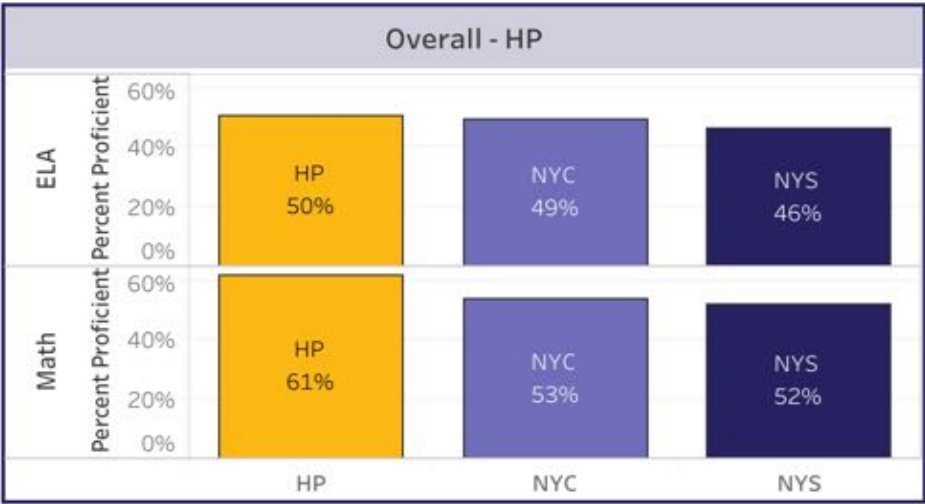
Our mission encompasses a belief in the critical importance of informed global citizenship, which is given expression through our OLAM Values (see section I.1.b above). A global citizen—which we model in our work with children, families, and colleagues—is committed to discourse, is empathetic, can communicate across lines of difference and in more than one language, and is a critical thinker and problem-solver. As a founding team, we are dedicated to building a school that helps prepare children to wrestle with complexity, to forge community, to think critically, and to make the world a better place. Our curricula and instruction are aligned to this goal. As described above, we believe that honoring the work of our educators by investing in their personal and professional growth, using data to facilitate differentiation of instruction, and pursuing diversity not only within our student body, but among our teachers and leaders, will allow us to fulfill our mission and to have a positive impact on all key constituencies.

b. Serving the Diverse Needs of Individual Students. OPCS will be open to any child who is eligible under the laws of Connecticut for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing both public schools and admission to a charter school. OPCS's overarching educational approach is designed to ensure that all children, including those children most at-risk of academic struggle, will be able to meet the Connecticut Core Standards (CCS). Our curriculum and instruction are aligned to our OLAM Values: Outstanding Problem-Solvers, Lifelong Learners, Aware Communicators and Making a Difference. In particular, the following elements of the OPCS instructional framework maximize our students' ability to attain the skills and knowledge necessary to master grade-level content:

1. In OPCS's inclusive environment, all student populations are provided with access to the general education curriculum and strong Tier 1 instruction. We have opportunities for intervention via our Multi Tiered System of Support (MTSS) and instructional level small groups, but ensuring students have access to grade-level content is at the heart of our approach.
2. Our overall instructional model—using an inquiry-based model coupled with small-group instruction—ensures that there is a high ceiling and low floor for accessing academic content.
3. We use culturally relevant, high-quality curriculum that provides access to rigorous Tier 1 instruction.
4. Our teaching model further leverages the capacity for differentiation, and personalized and targeted supports, with special educators and interventionists supporting general education students, MLs and SWD.
5. Data-driven instruction is at the heart of our model. Teachers continually use data, both formal and informal, to inform their instruction. Collecting data daily allows teachers to address student needs in real time, driving the content of individual conferences and small-group instruction and setting student goals.
6. In order to ensure access, teachers include specific misconceptions and break-it-down questions in their lesson planning, as well as the specific accommodations they are planning to offer to specific students. Examples of scaffolded access to grade-level content might look like sentence starters for a writing assignment, annotated reading with key vocabulary, or a mini-lesson to build background knowledge before diving into a grade-level text.
7. The weekly common planning time available for Hebrew Public teachers is also an important factor in supporting special student populations' achievement. Common planning time is by grade level and includes special education teachers and ML teachers. OPCS's schedule will seek to provide additional time for ongoing training, planning and collaboration between general studies teachers and interventionist teachers and intervention specialists (reading specialists, special education teachers and ML teachers) within a grade level, and among Modern Hebrew teachers during the school day. This ensures effective coordination and communication among all instructional staff working with special student populations.
8. Teachers meet regularly with their school Student Services Coordinator to review student Individualized Educational Programs (IEPs) and to learn how to address learning needs in their planning and instruction. In addition, teachers fill out progress reports, which are sent to families quarterly, to track student progress on their IEP goals.
9. We also provide specific SEL instruction using Responsive Classroom. This is aligned with our OLAM Values. Students also receive social-emotional support via our MTSS system.
10. We use the Hibuki model of trauma-informed teaching and support.

c. Student Academic Achievement. Our founding team is confident that our approach will lead to strong student academic achievement. Faithful implementation of Hebrew Public's educational philosophy has routinely led to improvement in student learning outcomes, particularly for at-risk students. For example, on the 2023-2024 New York State exams, students in tested grades (grades 3-8) at all New York City Hebrew Public Schools outperformed their peers from across New York City and New York State.

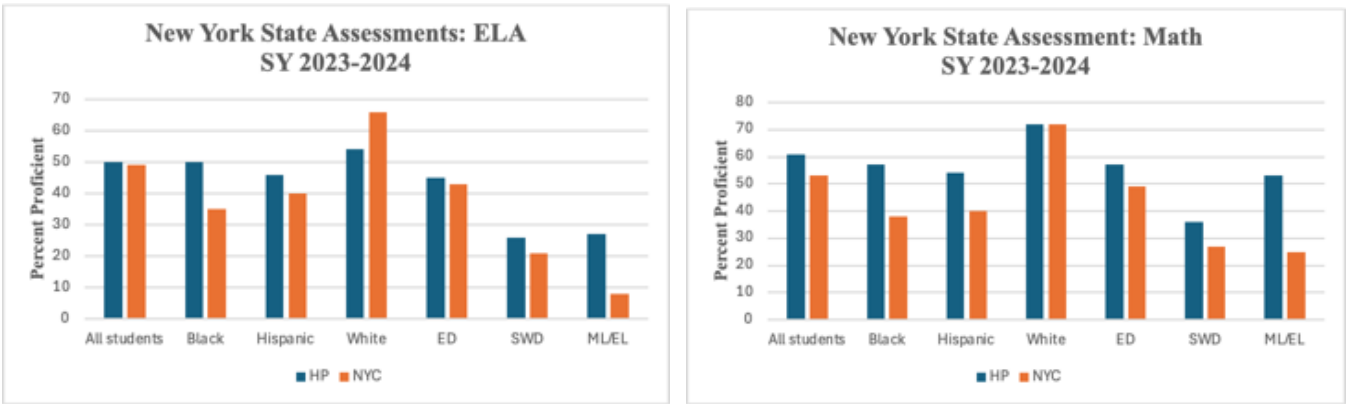
Hebrew Public NY State Assessment Comparative Results: ELA and Math 2023-2024



Opportunity Gap

Hebrew Public students from grades 3-8 outperformed their peers in New York City in almost every subgroup, with particularly strong performance in students furthest from opportunity, with Black and Latino students, MLs, and SWD significantly outperforming their peers in New York City.¹⁴

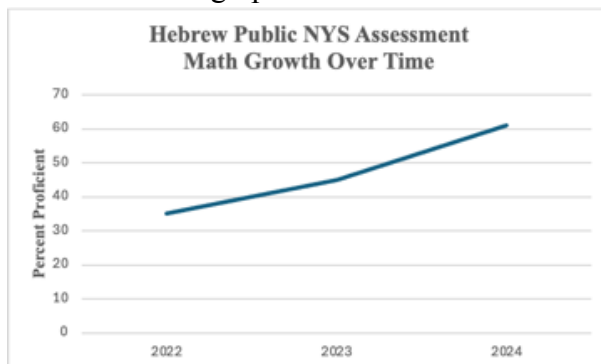
Comparative Achievement Results by Demographic



The model, and particularly the emphasis on inquiry-based learning, diverse-by-design, and differentiating instruction, has been proven to be effective with populations furthest from opportunity, including SWD, economically disadvantaged students, students of color, and MLs. Please see Section I.4.a below for Instructional Methods, Section I.1.d above for the research on diverse-by-design models, and Section II.1.g below for more information on the achievement of HP as a network. Additional disaggregated state assessment data are provided in Section II.1.

¹⁴ As of the date of this application, November 1st, 2024, New York State has not yet released their assessment by subgroup.

Of particular note are the growth scores in math. We attribute this to an increased focus on curriculum fidelity and data analysis, and partnering with outside organizations. We also audit our practices, and are reflective and committed to continuous improvement. See the graph below for more detail on growth over time in math.



3. CURRICULUM

a. Process Used to Identify or Develop Curriculum. Our curriculum selection and development process is grounded in the following beliefs:

1. High expectations are driven through warmth and humanity. Strong relationships form the basis of our learning partnerships.
2. Alignment with Connecticut Core Standards (CCS) and Next Generation Science Standards (NGSS) and other national standards such as the C3 Standards for Civics.
3. When we engage all students in rigorous and complex tasks and allow them to productively struggle, we are deepening their capacity to be independent learners.
4. When we use an accelerate-to-remediate approach we will address unfinished teaching and learning (particularly from missed instruction during the pandemic) faster and ensure that all students have access points to grade level content.
5. Data is critical. We use formal and informal assessments to make instructional decisions daily.
6. We value diversity, equity, and inclusion. We strive to create loving communities of respect and connection where diverse learners and experiences are valued.
7. Teaching Modern Hebrew is a gateway to building community and global citizenship and appreciating other cultures.

The OPCS academic program is rooted in research-backed curricula proven to accelerate progress toward proficiency for all students. Rather than rely on teacher-created materials that are often of variable quality and seldom build knowledge in a coherent manner, we have identified curricula that work well in conjunction with the inquiry-based pedagogical approach and, since we have already implemented them in our New York and Philadelphia schools, have proven to be effective for the student populations we anticipate serving in Stamford.¹⁵

The process and criteria by which we identify curriculum is as follows:

¹⁵ See, e.g., Dolfin, S., Richman, S., Choi, J., Streke, A., DeSaw, C., Demers, A., & Poznyak, D. (2019). Evaluation of the Teacher Potential Project. *Mathematica*. <https://mathematica.org/-/media/publications/pdfs/education/2019/teacher-potential-project-final-report-070519.pdf>; Educational Research Institute of America. *HMH Science Dimensions Grade 5 An Efficacy Study*. https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH_Science_Dimensions_GR5_FT_Spring_2017.pdf

1. Complete comprehensive research on research-based curriculum, including, but not limited to curriculum approved by the state of Connecticut,¹⁶ curriculum that is highly rated by independent publications such as *EdReports*, and curriculum that has successfully been implemented by similar charter schools or public schools with similar populations, as measured by increased outcomes on state assessments or nationally normed assessments such as the NWEA MAP.
2. Ensure that the curriculum meets the criteria we have determined as high quality, including:
 - alignment to the school’s mission, including global citizenship
 - alignment to CCS and NGSS
 - level of rigor, including high-level skills and thinking (Bloom’s Taxonomy and Webb’s Depth of Knowledge)
 - whether the curriculum is research-based
 - alignment to our instructional practices, such as inquiry-based learning
 - developmental appropriateness for K-8
 - whether the materials are culturally relevant and responsive, and appropriate for diverse-by-design schools (“windows, mirrors and sliding glass doors”)¹⁷
 - whether the materials include supports for diverse learners, including SWD and MLs
 - how easily the materials can be differentiated
 - whether the materials and activities are engaging, and use multiple modalities
 - organization and how easy the materials are to use and follow
 - assessments contained in the curriculum
 - how well the materials meet the needs of the student population
3. Pilot the curriculum in one of our schools in one grade level or classroom. Assessment results on state tests and nationally-normed assessments are then compared to results from classrooms not piloting the curriculum. Students, teachers, and families are also surveyed to see if they are engaged in the curriculum.

Although teachers do not develop their own curriculum, teachers differentiate curriculum according to assessment results and needs of students during common planning time. More on the process for differentiation and data-driven instruction can be found in Sections I.4.c and e and I.5.d. Please see Sections I.3. a, e, and f for the process for renewing curriculum.

b. Alignment to CCS and NGSS

Humanities: English Language Arts (ELA) and Social Studies

Hebrew Public’s ELA program relies on the evidence-based approach to literacy instruction enshrined in Connecticut’s recently enacted “Right to Read” legislation, and is designed to prepare students to achieve college and career readiness. As described below, OPCS’s curricular and instructional model adheres to the tenets of the “Science of Reading” promoted by the Department of Education’s Center for Literacy Research and Reading Success, and we look forward to partnering with key stakeholders across Connecticut to strengthen early literacy outcomes for all students, particularly those enumerated in Conn. Gen. Stat. § 10-66bb(c)(3)(A) (i.e., students with a history of low academic performance, students from economically disadvantaged families, students with a history of behavioral and social difficulties, SWD, and MLs). We also align our program to the five Areas of Reading Instruction identified by the National Reading Panel as central to reading achievement:

¹⁶Connecticut State Department of Education. *Connecticut’s Approved K-3 Reading Curriculum Models or Programs*.

<https://portal.ct.gov/SDE/Academic-Office/Center-for-Literacy-Research-and-Reading-Success/Connecticut-Approved-K-3-Reading-Curricula-Programs>

¹⁷Bishops, R.S. (1990). Mirrors, Windows, and Sliding Glass Doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3).

Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary.¹⁸ Accordingly, OPCS will implement a rigorous ELA curriculum beginning in kindergarten.

Social Studies is integrated into the EL (formerly called Expeditionary Learning) curriculum (below) and aligned with key texts. Through this inquiry and project-based curriculum, students will learn key social science skills such as geography, sourcing, multiple perspectives, and writing. They will also be exposed to rigorous grade level texts that are culturally relevant and where they can “see” themselves and the stories of others in the curriculum.

Israel Studies will be integrated into Social Studies and Modern Hebrew. Integral to World Language study is the study of the places, history, culture, and people where/who speak the language of study. As such, students will be introduced to people, places, and cultures of Israel as case studies and models. In grades 4 and 5, we will use a global competencies protocol (investigate/recognize perspective/communicate/take action) to study world issues, which has been adapted from the Asia Society.¹⁹ To explore issues within our community, students in each grade engage in a service-learning program tied to the curriculum and in a school culture project meant to strengthen the school community. The Israel Studies curriculum and instructional materials have been developed by Hebrew Public, refined over the years, and are shared with all schools in its network. Hebrew Public’s Associate Director of Hebrew Studies works with the OPCS Hebrew Academic Dean to support implementation of the curriculum in the classroom.

The table below describes our ELA program, which has been proven to be successful for a diverse group of students across all of our schools. We have reviewed these curricula to ensure they are in alignment with CT standards and that they are appropriate for the student population of Stamford.

¹⁸ National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>

¹⁹ Asia Society. *Global Competence*. <https://asiasociety.org/education/what-global-competence>

Literacy/ELA			
Curricular Component	K-2	3-5	6-8
Core Reading	EL (~60 min)	EL (~60 min)	EL (~60 min)
Purpose	The EL Education Language Arts curriculum is a comprehensive, research-informed, core language arts program that encompasses compelling, real world content. At HP we use EL as our core reading curriculum to build important content knowledge based on a compelling topic related to science, social studies, or literature.		
Skills	Foundations (~30 min)	Lavinia Group (Supplemental) (~30 min)	
Purpose	Foundations is aligned with the Science of Reading and guides teachers to provide effective instructional practices. Daily phonics lessons with Foundations, explore the study of sounds, consonants, vowels, and rhyming. All students in K-2 will receive Foundations in order to build foundational reading skills.	During Close Reading, 3-8 students learn to use a symphony of strategies, supplied by Lavinia Group, to unpack complex texts that are at or above grade level. Through a carefully designed roadmap of questions, students are prepared to attend to both the essential meaning of the text as well as the author's craft. The Close Reading for Meaning framework, transferable stamps, and questions teaches students how to approach texts of various genres. After engaging in a shared experience with their teachers, students are given the opportunity to apply these skills to a new text, honing their ability to tackle any text confidently and independently.	
Small Group	Geodes (~30 min)	Just Words/Wilson (~45 min)	
Purpose	Geodes accessible books about the world allow students to not just apply phonics skills but to also build knowledge and cultivate a deep learning experience. In K-2, during small group instruction, teachers will use Geodes to provide students with the opportunity to apply the phonics skills they are learning in continuous text, while also building background knowledge.	Wilson's Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 3 and up who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.	

In grades K-2, students are learning to read, in grade 3 and beyond, students transition to reading in order to learn. Reflecting these distinct purposes, our K-2 ELA program has differences from our program in upper grades. For example, students in K-2 must have foundational reading and writing skills in order to learn how to read. Phonemic awareness and phonics knowledge are the basis for a child's ability to decode and spell words. Accordingly, we will use the Wilson Foundations phonics program to ensure that all students have phonemic awareness, fluency, phonics knowledge, and basic comprehension skills. Additionally, Foundations is paired with Great Minds' Geodes which puts foundational literacy skills into practice providing emerging readers with the opportunity to read to learn as they learn to read. To support the literacy skills of struggling readers in grades 3-5, we will use Wilson Just Words. This curriculum provides struggling readers with strategies that allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. At OPCS, students will use the Just Words and Geodes curricula in small groups based on their current skill level.

Foundations provides foundational reading skills with an emphasis on phonics. The Foundations program is based on the Wilson Reading System principles and is research-based. Research from TNTP states that educators should use Science of Reading methods in order to develop reading skills, which includes a focus on phonemic awareness and phonics, fluency, vocabulary, and comprehension.²⁰ Foundations provides a research-based program that includes instruction and assessments. It provides students with practice and does everything possible to help them become completely proficient.²¹ By teaching concepts fully and supporting student learning throughout, student mastery and success is inevitable. The instructional principles for teaching reading and writing have been identified by research, and Foundations provides teachers with a program that incorporates these important principles:

- Measurable learning objectives aligned to NGSS and CSS
- Integrated, systematic word study, spelling, and handwriting curriculum
- Lessons that connect to students' previous learning by reviewing and spiraling prior content
- Accessibility based on practice that targets multiple learning styles
- Repeated opportunities for practice
- Opportunities for teacher feedback and differentiation in each lesson

The key, overarching goals of the time spent in this course include the following:

- Build students' skills through repeated practice and spiraling content
- Develop fluency in encoding and decoding words quickly and accurately
- Teach strategies to build automaticity over time

For grades K-8, ELA content and Social Studies content are interwoven into one Humanities block using the EL Education Language Arts curriculum. The EL Education Language Arts curriculum is a comprehensive, research-informed, core language arts program that encompasses compelling, real world content. At OPCS we use EL as our core reading and writing curriculum to build important content knowledge based on a compelling topic related to science, social studies, or literature. The EL program is inquiry-based and offers students the opportunity to engage in real world content that is developmentally appropriate for the primary years. In the

²⁰ TNTP. (2023, October 3). What is the Science of Reading and Why Does it Matter? *TNTP Blog*.

https://tntp.org/blog/what-is-the-science-of-reading-and-why-does-it-matter/?unique_id=152772560632|kwd-300894019816|692324081728&utm_source=google&utm_medium=cpc&utm_campaign=&gad_source=1&gclid=CjwKCAJwkuqvBhAQEiwA65XxQA8IOAZUz6y9Z2zRKkdsmlwVos34aLwJBdqH-6SIK_P1ENBRQZiu_bRoC7QwQAvD_BwE

²¹ Florida Center for Reading Research. *Foundations Report*.

https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf

early elementary grades, the curriculum includes learning through play, an emphasis on oral language development, daily work with rich, complex texts and engagement through songs and poems. All of these strategies are highly effective in supporting English language development, especially among MLs. The EL lessons are cross-curricular, have a robust text selection that is culturally responsive, and include many embedded suggestions of differentiation to ensure all students can access grade-level content. The EL approach is student-centered and has many opportunities for group work, discussion, and collaborative writing in addition to robust independent practice. In EL, students work on analytical reading and argumentative writing which engages students with compelling, real world content and builds equitable and inclusive learning opportunities for all students. Students read (or are read) passages of text, analyze the texts and respond to critical thinking prompts. The EL units are interdisciplinary, combining literacy, historical content, and current events in robust projects and writing assignments. Through this interdisciplinary approach, standards come alive for students by connecting learning to real-world issues and needs.

Starting in grade 3 and continuing through grade 8, students deeply study rich, complex texts in a Close Reading block with materials from Lavinia Group, which is supplemental to the EL reading block. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction, fiction, or poetry text, by examining craft and structure, and developing evidence-based ideas.

As students progress towards upper elementary, they will have content-specific teachers in order to prepare them for a fully departmentalized middle school experience and allow teachers to become more specialized in the subject matter as the content and rigor advances. We also increase our history content in grade 5 by including Social Studies as an additional instructional block. For grades 5-8 Social Studies, we will use the Pearson My World curriculum as a resource and the College, Career, and Civic Life framework to guide instruction. Both are aligned to the CCS.

The Head of School and Academic Deans, with support from Hebrew Public, will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, instructional strategies, service learning projects, reviewing lesson observations, student case management, and analyzing student data. Teachers will analyze data (disaggregated by subgroups) quarterly during weekly common planning time to address misunderstandings and support MLs, SWD, students not yet meeting grade level standards, and to make plans for reteaching. (See Section I.4.c below on Data Driven Instruction).

Please see Appendix D for the daily schedules for each grade level.

Math

We strive to ensure that our students develop mathematical proficiency because we believe it is a core requirement for success in the 21st century. To be mathematically proficient means to have conceptual understanding, procedural fluency, adaptive reasoning, and a productive disposition. We seek to develop our students' abilities to be deft problem-solvers, capable of achieving at high levels of mathematics, and who have the confidence to interpret (and a knack for interpreting) their world mathematically. The competencies that arise from mastery of math—aptitude in problem solving; facility with numbers; clear communication; logic and reasoning; argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas far beyond the math discipline. A strong foundation will enable our students both to engage in higher level mathematics in the academic space and to apply math to the real-world. Our mathematics program focuses on developing young mathematicians who are problem-solvers,

have a solid foundation in number fluency and can explain and justify their thinking as well as critique the reasoning of others.

Math			
Curricular Component	K-2	3-5	6-8
Core Math	Eureka K-5 (~60 min)		Core Eureka Math 6-8 (~45 min)
Purpose	The 60-minute block structure ensures fidelity to Eureka Math: A Story of Units, while providing routine time for responsive instruction to meet all students’ needs. Students learn grade level content, as defined by the Common Core Standard, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Ongoing, facilitated discussions offer students the opportunity to learn from their peers’ thinking. Students solidify their learning through extended application, practice of mathematics, and the lesson debrief.		The 45-minute block ensures fidelity to Eureka Math: A Story of Ratios while providing routine time for responsive instruction to meet all students’ needs. Students engage in math from the moment they enter the classroom and experience purposefully selected and highly engaging activities that promote rich discussion, fluency, and a positive mindset about math learning. Students learn grade level content by engaging in objective-driven classwork consisting of high-quality tasks, problem sets, class discussions, and mathematical modeling and exploratory challenges. Ongoing, facilitated discussions offer students the opportunity to learn from their peers’ thinking, reflect on their own learning, and demonstrate understanding on daily formative assessments.
Skills	Number Stories (Hebrew Public Created) (~30 min)		
Purpose	Cognitively-guided instruction (CGI) provides the opportunity for K-5 students to build upon and discuss their natural problem-solving strategies. Students spend the entire 30 minute block studying a math problem in a real-world context. Then, they explain their own reasoning and strategies with their peers. Through strategic selection of strategies, students are able to compare and explore different methods of solving while also discussing key algebraic and number goals.		

Small Group	Zearn/IXL
Purpose	Students receive targeted support either through teacher instruction or through online learning platforms aligned with their instructional needs.

In grades K-5, we use the Great Minds' Eureka Math: A Story of Units, which focuses on place value, fluency with addition and subtraction, fractions, and understanding multiplication and division. The curriculum modules are marked by an in-depth focus on fewer topics. They entail rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. With Eureka, students get the benefits of conceptual math programs, meaning they learn not just to memorize procedures, but also think and wonder and construct understanding. This is balanced with straightforward, direct instruction and hands-on practice with manipulatives. Eureka Math is also aligned with the Standards for Mathematical Practice and thus provides lessons that include math fluency, procedures, application, practice, and work towards mastery of complex concepts.

In grades K-5, students also engage in Number Stories (~30 min per day) where students make sense of and grapple with word problems. Materials are developed and provided by the Hebrew Public network team. Students are encouraged to use varied strategies to solve problems and lead the discourse. This student-centered, inquiry-based approach to math focuses on developing flexible thinking, increased sophistication and efficiency in solving math problems and the ability to explain one's thinking, approach, and strategy in solving the problem.

For students who need intervention, we use Zearn and IXL, two online adaptive programs that help to teach (or reteach) fundamental skills.

Please see more detail on timing, schedules, and instructional models in Appendices D and G.

Science

OPCS students will explore life science, physical science, earth science, and the human body. The science curriculum allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners. OPCS will use the Houghton Mifflin Science Dimensions curriculum in Grades K-8. This program is aligned with the transition of Connecticut to the Next Generation Science Standards (NGSS) and uses an inquiry approach to learning. Leveled books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It emphasizes active, hands-on explorations that help students understand key concepts and invites students to develop and explain concepts in their own words.

PreK Programming

We will use Every Child Ready (ECR) curriculum through Appletree. We have a partnership with Appletree that provides curriculum and coaching. Our Pre-K starts at age four. Children engage in whole group, small group, and play. It is a play-based instructional model that provides differentiated instruction through a variety of learning experiences. The Every Child Ready instructional model is rooted in seven guiding principles and is aligned with the Science of Reading. These guiding principles establish a foundation for development, implementation, and decision making that values the knowledge, needs, and experiences of children, families,

teachers, and leaders: (1) Reflective: Day-to-day decision making and intentional instruction should be guided by multiple data sources; (2) Nurturing: Nurturing, early-learning experiences contribute to children's positive feelings about school, teachers, and their community; (3) Balanced: Teachers in early-learning classrooms support children's development across social-emotional, physical, cognitive, and academic competencies; (4) Intentional: High-quality teaching requires ongoing professional learning and dedicated time for planning, practice, and reflection; (5) Diverse: Children in early-learning classrooms should have access to materials and print that represent diverse backgrounds and cultures; (6) Playful: Children learn through exploration and purposeful play; (7) Inclusive: A child's family, culture, and previous experiences should be celebrated and incorporated into the classroom community.

Hebrew

OPCS will provide instruction in Modern Hebrew beginning in kindergarten and continuing through grade 8. All students receive daily instruction in Modern Hebrew for 45 minutes. Hebrew lessons are proficiency-based and are conducted exclusively in Hebrew following the recommendations of the American Council for the Teaching of Foreign Languages (ACTFL). ACTFL recommends the use of the target language for 90% of the lesson. The Modern Hebrew program is guided by the principles of the Proficiency-Based Approach. This focuses on what learners can do with the language in practical, "real life" situations. The goal of the Modern Hebrew Program is for all students to be able to communicate meaningfully in Hebrew and to become familiar with the culture of Israel. Teachers utilize visuals, body language, gestures, and voice intonation to make learning meaningful. Lessons include a variety of tools to make the language come to life including skits, games, visuals, songs, movement, and Israeli television programs. Modern Hebrew classes are taught by proficiency levels, which allows students to receive instruction at the level that is developmentally appropriate. Students are often encouraged to use the practice of "Turn and Talk" to communicate meaningfully with a peer, and have opportunities to practice the language.

The Modern Hebrew Program is data-driven. Throughout their learning process, students are informally assessed on a weekly basis in all areas of their Hebrew language studies. This data is used to plan lessons targeting students' specific language needs and to expose the students to the next level of language proficiency. The program also fosters a love of Israeli culture and the Hebrew language by using Modern Hebrew throughout the school day. We believe that by exposing our students to the Hebrew language whenever possible, students will acquire the proficiency necessary to communicate naturally in the language and an appreciation for the culture. Hebrew teachers create an environment rich with meaningful conversational use of Hebrew through varied, authentic opportunities to hear, practice and engage in the language throughout the day. For example, Hebrew teachers will speak Hebrew in informal interactions (e.g. to redirect behavior and facilitate transitions, and during non-classroom activities such as lunch or recess), and teach Israel Studies, thus integrating Hebrew in ways that allow students to build facility and capacity in the language. In Pre-K, Hebrew is mostly taught through songs, play, art, stations, movement, and an assistant teacher who mostly speaks in Hebrew in order for students to be exposed to the language.

The Arts

To access the full potential of arts education, OPCS will provide focused instruction on particular art subjects such as Music and Visual Arts, and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction will be integrated into our music and visual art education.

Physical Education

OPCSs physical education program helps students develop physical and athletic skills while excelling on an individual level and as a member of a team. While students exercise, they collaborate, make friends, have fun and improve their self-esteem. Teamwork is a critical component of physical education and is developed through both partner and group activities. In physical education class, students also develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more. As with arts instruction, Hebrew language will be incorporated where feasible.

Social Emotional Learning: Overview and Responsive Classroom

Integral to OPCS's mission of developing global citizens is the guiding principle of developing the whole child. OPCS educators encourage the student's social and emotional development by implementing a welcoming, inclusive, and understanding school community. We achieve this through fostering staff mindsets and capacity to respond to student behaviors compassionately, restoratively, and equitably.

Social and emotional learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. In doing so, children build the SEL skills of self-awareness, self-management, social awareness, responsible decision-making and relationship building through the Responsive Classroom approach in Pre-K-8th.

The Responsive Classroom is a research-backed approach to teaching and classroom management that places a strong emphasis on the social and emotional dimensions of learning. At the core of this approach is the belief that cultivating social and emotional skills is not only crucial for academic success, but also essential for positive behavior and overall well-being. With a focus on creating positive learning communities, the Responsive Classroom promotes an environment where students feel a sense of belonging, safety, and respect. OPCS's social-emotional framework will be rooted in the best practices established by the Collaborative for Academic, Social, and Emotional Learning (CASEL).²² Three key components are:

1. Morning Meeting and Advisory

Morning Meeting (K-4) and Advisory (5-8) are dedicated blocks of time each day to help students and staff build relationships and create a strong school/classroom culture. Students practice SEL skills and competencies through engaging activities, games, and sharing.

2. Interactive Modeling

Staff members utilize the method of Interactive Modeling. It teaches routines and procedures by positively stating expectations on the learner through practice, feedback, and internalization.

3. Positive Response to Behavior

The Responsive Classroom approach to discipline keeps the focus on learning while addressing student behaviors to make sure that all students feel safe physically and emotionally. This includes:

- Proactively teaching positive behavior and investing students in community rules
- Stop the misbehavior and reestablish positive behavior as quickly as possible
- Maintaining children's dignity
- Developing children's self-control and self-regulation skills
- Helping children recognize and fix any harm caused by their mistakes

²² CASEL. *Fundamentals of SEL*. <https://casel.org/fundamentals-of-sel/>

The Responsive Classroom actively integrates social and emotional learning (SEL) principles into its practices. This approach emphasizes interactive learning experiences, encouraging students to actively participate in their educational journey and fostering a sense of ownership and responsibility. Additionally, the Responsive Classroom incorporates restorative practices for conflict resolution, promoting problem solving and understanding over punitive measures. Through its commitment to inclusivity, positive relationships, and emotional regulation, the Responsive Classroom not only serves as a teaching methodology but also contributes significantly to the overall social and emotional well-being of students within a supportive and engaging learning environment. It is also closely tied to our goals of teaching global citizenship, empathy, and seeing multiple perspectives.

Our goal is to support the development of emotional skills in a variety of ways. We plan to administer a Social-Emotional Learning (SEL) Questionnaire that measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom. These surveys are designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools. In addition to social and emotional learning opportunities being integrated into classroom instruction, OPCS provides students with differentiated support, experiential learning opportunities, and involvement of students as collaborators in their learning.

During summer training, all staff members will take part in professional development designed to equip them with the knowledge and skills to address misbehavior before they become disciplinary incidents. These trainings are based on the Responsive Classroom model, an evidence-based approach to building a strong classroom and school culture. Staff members will review the Code of Conduct and be trained in its implementation. Staff are also trained in Zones of Regulation, which are meant to help students identify how they're feeling, and develop healthy ways to deal with emotions, and self-regulate to ensure they're ready for learning. Please see Section III.5 below for more information on school culture and behavior.

Specific Alignment to Standards

The OPCS curriculum is aligned to the Connecticut Core Standards for ELA and math and to the Next Generation Science Standards for science. OPCS will benefit from utilizing curricular materials that have been embraced at Hebrew Public's sister schools in New York, whose state standards are similarly pegged to the Common Core. Foundations aligns with Common Core Foundational Standards (i.e., by teaching the fundamentals of reading, the study of word structure, and the rules of the English language), ELA language standards (i.e., by teaching the conventions of standard English spelling, capitalization, and punctuation), and Common Core ELA shifts (i.e., by weaving vocabulary instruction throughout entire lessons).²³

EL's ELA materials have been called “the highest-quality Common Core-aligned curriculum materials” by the New York City Department of Education,²⁴ and received superlative ratings in domains including text complexity and quality, building knowledge, and usability from EdReports in 2018.²⁵ It is also on the approved list of ELA curriculum for Connecticut.²⁶ The Close Reading approach (our materials are through Lavinia Group) has proven to show improvement in understanding of a text.²⁷ Eureka Math has consistently been

²³ Wilson Foundations. *Common Core Standards for English Language Arts, Correlations for Levels K-3*. <https://www.wilsonlanguage.com/wp-content/uploads/2015/04/CCSS-Grades-K-3-021513.pdf>

²⁴ EL Education. *What We Do*. <https://curriculum.eleducation.org/about>

²⁵ EdReports. *EL Education K-5 Language Arts*. <https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>

²⁶ Center for Research on Educational Policy. (2009). *An Empirical Student to Evaluate the Efficacy of Fountas and Pinnel's Leveled Literacy Intervention System*. https://www.memphis.edu/crep/pdfs/publications/li_efficacy_wo_appendices_accessible_10_29_18.pdf

²⁷ Dakin, C. (2013). *The Effects of Comprehension Through Close Reading*. [Doctoral dissertation, St. John Fisher University]. https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1238&context=education_ETD_masters

considered best-in-class among Common Core-aligned math curricula and ratified highly by EdReports.²⁸ And the Houghton Mifflin Science Dimensions curriculum was the first to be designed “from the ground up” to address the Next Generation Science Standards.²⁹ IXL is aligned to Connecticut State Standards by design.³⁰ Every Child Ready is aligned to the Connecticut Early Learning and Development Standards.³¹

To ensure curricular and instructional alignment with CCS, teachers will use a scope and sequence for each subject to determine the content and progression of instruction. During the pre-opening professional development (Induction Weeks) and throughout the year, teachers will map and align the curriculum to CCS under the direction of their Academic Deans. This includes intellectual prep during common planning time, “unpacking standards³²” and ensuring that each lesson is aligned to and includes CCS or NGSS, as well as Connecticut English Language Proficiency (CELP) standards. School-based leaders, in turn, are supported by HP’s Directors of Curriculum and Instruction for Math and for Literacy and Director of Hebrew Studies (DHS). The scope and sequence are living documents and as such are flexible and will be reviewed and honed during the school year through a collaborative process between teachers and instructional leaders supported by the Hebrew Public instructional team. During designated common planning periods as well as ongoing professional developments, teachers will refine the sequence based on their experience in the classroom and information gathered from assessment data. All refinements will be guided by the CCS and NGSS. Please see Appendix F for samples of Unpacking Standards and Appendix E for Curriculum Maps and Pacing Guides.

c. Evidence Demonstrating Likelihood to Result in Improved Academic Performance. The Hebrew Public curriculum being adopted by OPCS is explicitly designed to be accessible and appropriate for students at different incoming levels of proficiency, for SWD, and for MLs. In choosing research-based core curricula that expects all students to do rigorous grade-level work, OPCS maintains high standards for all students. More importantly, HP is currently using these curricula in its existing schools. As shown in the data above in section I.2.c, HP schools outperform both the district (NYC) and the state on ELA and Math state assessments, particularly for MLs and SWD.

A multitude of evaluations have demonstrated that the selected curricular materials have the potential to result in high student achievement. EdReports gives high ratings to Eureka, EL, and Foundations.³³ A 2020 impact study, which satisfied ESSA’s Tier 3 evidentiary standards, revealed that kindergarten and grade 1 students within the study sample made greater gains in literacy skills when Foundations was implemented as the foundational skill program.³⁴ Multiple additional studies for Foundations showed gains in literacy in

²⁸ EdReports. (2016). *Eureka Math Still Top-Rated Curriculum - By Far*.

https://s3.greatminds.org/documents/attachments/000/000/207/original/EUREKA_EdReports_2016-Apr.pdf?1464110625

²⁹ Houghton Mifflin Harcourt. (2016, October). Houghton Mifflin Harcourt Launches First K-12 Curricula Built from the Ground Up to Address Next Generation Science Standards. *PR Newswire*.

<https://www.prnewswire.com/news-releases/houghton-mifflin-harcourt-launches-first-k-12-curricula-built-from-the-ground-up-to-address-next-generation-science-standards-300343394.html>

³⁰ IXL. *The Common Core in Connecticut: IXL alignment to Connecticut language arts standards*.

<https://www.ixl.com/standards/connecticut/ela#:~:text=IXL's%20skills%20are%20aligned%20to,language%20arts%20concepts%20and%20applications>

³¹ Every Child Ready. (2024). *Connecticut Early Learning and Development Standards and Every Child Ready Standards Alignment*.

<https://www.everychildready.org/connecticut>

³² Marzano, R. and Haystead, M. (2008). *Making Standards Useful*. Association for Standards and Curriculum Development.

³³ EdReports. *Eureka Math*. <https://www.edreports.org/reports/overview/eureka-math-2015>; EdReports. *EL Education K-5 Language Arts*.

<https://edreports.org/reports/overview/el-education-k-5-language-arts-2017>

³⁴ Wilson Language. *Foundations Studies of Program Effectiveness*.

<https://www.wilsonlanguage.com/wp-content/uploads/2019/04/Foundations-Evidence-of-Effectiveness.pdf>

kindergarten and 1st, especially with students of color and lower-income students.³⁵ A five-year study of 18 districts conducted by Mathematica found that implementation of the EL ELA curriculum paired with strong professional development for teachers resulted in positive and statistically significant effects on ELA achievement.³⁶ An additional 2023 study by Johns Hopkins University found that Year 1 Eureka pilot schools experienced an initial average gain of 3.28 percentiles in 4th and 5th grades, and approximately half a percentile annual gain thereafter.³⁷ Additionally, district-wide adoption of Eureka Math in the D.C. Public Schools led to the largest year-over-year increase in the percentage of students scoring at proficient levels on year-end math assessments.³⁸ Eureka is among the most commonly implemented math curricula and was created by Great Minds, formerly the EngageNY team, to explicitly address the Common Core standards. The curriculum emphasizes modeling, problem-solving, conceptual understanding, and procedural fluency. Great Minds cites research studies that prove its effectiveness, ability to build deep understanding of math concepts and its alignment to standards. CGI/Number Stories has been found to increase instructional effectiveness and to improve math skills overall.³⁹ A pretest-posttest study of Houghton Mifflin Science Dimensions conducted by the Educational Research Institute of America showed that adoption of the curriculum resulted in statistically significant student achievement growth.⁴⁰ Appletree/Every Child Ready shows evidence of greater growth in early math, language and literacy, letter identification, and name writing skills compared to children in classrooms using other curricula.⁴¹ A study by ERIC also showed growth for Pre-K students using Every Child Ready in multiple early learning domains.⁴²

Research also points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, biliterate, and cross-culturally competent, better preparing them to be active participants in the global community. Multiple studies show the benefits of learning a World Language: improved school performance; problem-solving skills; cross-cultural communication; and understanding of different perspectives.⁴³ A rigorous third-party evaluation of the dual-language immersion (DLI) programs in the Portland (OR) Public School District reaffirmed the long-term academic benefits of teaching a World Language. The study found that students enrolled in language programs since kindergarten scored significantly higher on state assessment. Moreover, MLs participating in World Language programs reached English proficiency at higher rates than their peers.⁴⁴

³⁵ Wilson Language. *Foundations Studies of Program Effectiveness*.

<https://www.wilsonlanguage.com/wp-content/uploads/2019/04/Foundations-Evidence-of-Effectiveness.pdf>

³⁶ Dolfin, S., Richman, S., Choi, J., Streke, A., DeSaw, C., Demers, A., & Poznyak, D. (2019). Evaluation of the Teacher Potential Project. *Mathematica*. <https://mathematica.org/-/media/publications/pdfs/education/2019/teacher-potential-project-final-report-070519.pdf>

³⁷ Johns Hopkins Institute for Educational Policy. (2023). *Eureka Math: Research Brief*.

https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/Imported_Blog_Media/Eureka%20Math%20QED%20Report%20Winter%202023%5B96%5D.pdf

³⁸ Taylor, J. (2018, August 15). Washington, DC Schools Make Record Gains Across Grades With Eureka Math. *Eureka Math Blog*.

<https://gm.greatminds.org/math/blog/eureka/washington-dc-schools-make-record-gains-across-grades-with-eureka-math%EF%B8%8F>

³⁹ Hendricks, C. (2010). *The Effects of Cognitively Guided Instruction on Mathematics Achievement of SEcond Grade Children*. [Doctoral dissertation, Walden University]. Proquest.

⁴⁰ Educational Research Institute of America. *HMH Science Dimensions Grade 5 An Efficacy Study*.

https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH_Science_Dimensions_GR5_FT_Spring_2017.pdf

⁴¹ LeBuffé, P.A. & Naglieri, J.A. (2012). *DECA-P2*. <https://www.everychildready.org/evidence-of-impact>

⁴² Carlson, A., Curby, T., Brown, C., & Truong, F. (2017). *Every Child Ready: Exposure to a Comprehensive Instructional Model Improves Students' Growth Trajectories in Multiple Early Learning Domains*. <https://files.eric.ed.gov/fulltext/ED573733.pdf>

⁴³ See, e.g., Mårtensson, J., et al. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage*, 63(1), 240–244; Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *Journal of Neuroscience*, 33(2), 387–396.

⁴⁴ Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, ., Burkahuser, S., & Bacon, M. (2017). Effects of dual- language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1S), 282S–306S.

d. Appropriateness for Students. Hebrew Public’s curriculum is explicitly designed to be accessible and appropriate for students at different incoming levels of proficiency, at-risk factors, for SWD, and for MLs. In choosing research-based core curricula that expects all students to do rigorous grade-level work, OPCS keeps standards high for all students. These demanding curricula are made accessible for all students, including those with special education needs, 504 plans, MLs and/or those who are working below grade level, through intensive, individualized supports, the use of Universal Design for Learning, and the programs’ built-in, flexible, spiraled, hands-on, fluency-building opportunities.

Using our data-driven instructional model, we will assess students frequently to ensure that the curriculum is appropriate and accessible, and differentiate as necessary. Additionally, Directors of Curriculum and Instruction at the network level and Special Education, 504, and ML teachers at the school level, work with teachers and leaders regularly to ensure accessibility and appropriateness. We will work from an asset-based mindset, practice research-based quality Tier 1 instruction and MTSS practices for support and intervention, including explicit teaching of SEL skills. We will provide professional development for high-quality Tier 1 instruction and instructional strategies for learner variability for MLs with no to little English fluency and for SWD who need more intensive intervention. Zearn, IXL, and other adaptive technology will also support differentiation and intervention. Please see Section I.5.d below on Assessment and Data-Driven Instruction and Sections I.4.e below for MTSS and Sections III.2 and III.3 for supporting SWD and MLs.

Our ELA instructional materials have strong Science of Reading aligned approaches with rich content and are ideal for supporting English language development for all learners. Foundations and EL provide teachers with the tools needed to successfully engage children with language and print. Foundations includes scaffolding and modeling and focuses on vocabulary, spelling, and writing. EL’s curriculum is designed with the philosophy that MLs deserve rich and challenging curriculum, and has built-in supports for MLs including language standards, language dives, conversation cues, and vocabulary instruction. Eureka embeds strategies to support language acquisition and provides modification and differentiation in the planning guides.

Both our ELA and Math instructional materials provide opportunities for differentiation. For example, in Geode Groups (grades K–2), EL(Grades K–8), and Eureka Math (K–8), students benefit from small-group and one-on-one coaching. During the practice/application phase of the lesson, teachers work with individual students or small groups of students for additional and differentiated instruction. Differentiating content involves providing different types of materials that cater to different reading levels. We also give students “voice and choice” in reading materials when possible. We will differentiate process by grouping students based on skill level, interest, or home language for certain activities. We will also use a mix of direct instruction, collaborative work, and independent projects to engage different learners. Differentiating product involves offering various ways for students to demonstrate their understanding, such as through essays, presentations, or creative projects. We will also provide tasks that are adjusted in complexity to match students’ readiness levels.

In Close Reading, students can receive a mini-lesson to build their background knowledge and preview academic vocabulary before analyzing a grade-level text. During independent practice, students have the opportunity to revise or apply their learning based on their data, using grade-level text independently, with scaffolds, and with small-group instruction.

In Number Stories, students establish understanding of the problem together, but then work independently to solve using various strategies. Because each problem lends itself to multiple strategies, there are multiple pathways for entry: students who are still developing number sense can use manipulatives while students who

are ready for a more efficient method can represent their thinking with models. Allowing for students to explore and explain their thinking allows students to see a wide range of thinking and efficiency. Teachers will also support varying levels of ML students by providing sentence stems, visual supports, modeling and gestures, structured talk, and explicit vocabulary instruction.

Eureka Math and Number Stories include mathematical exercises presented in the form of a narrative or story, lending themselves to strong implementation of universal learning strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support. Academic language is as central to math as it is to other academic areas, particularly because it can reveal deep understanding or surface level, procedural knowledge of mathematical concepts. Accessing academic language remains a source of difficulty for many students, including MLs. We are intentional about providing differentiation and scaffolding to all students who need it, while maintaining a rigorous, grade-level bar in order to ensure there are multiple access points to content, and that student skill in explaining their understanding is constantly being developed. This can look like differentiated work, additional break-it-down opportunities, extra modeling practice, and small-group or individual support based on student need. Science and Social Studies materials are replete with visual learning examples that include drawings, photographs, diagrams, and the use of realia, which will help all learners “connect” abstract concepts to language and multiple modalities of learning styles. These modalities are particularly effective for English language development for all learners, but most importantly for MLs who benefit from strategies that include tactile, auditory and visual learning supports.

The Inquiry-Based Learning (IBL) approach, (outlined in the I.4.a-Instructional Methods), provides teachers with the opportunity to engage with students before or during independent work and while they collaborate with peers. In the strategic implementation of IBL, teachers use data to intentionally pair SWD and MLs with their peers (both in homogenous and heterogenous groups). This fosters scaffolding, offers role models, and provides additional social and emotional supports. At OPCS, all students are considered "Hebrew Language Learners," ensuring a level playing field in Hebrew language class. Hebrew teachers are attuned to the processes involved in acquiring a new language, recognizing that success in Hebrew can instill students with confidence in their language-acquisition abilities.

Our Pre-K curriculum, Every Child Ready, is differentiated and aligned with Universal Design for Learning. It incorporates ML supports with targeted small group interventions and multiple modalities, explicit vocabulary instruction, visuals, and modeling techniques to enhance learning. The small group intervention lessons also include supports for speech, students not yet achieving at grade level, and enrichment.

e. Plan for Ongoing Development. OPCS, with support from HP’s Chief Schools Officer and staff, will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. This team will also support writing scopes and sequences, and the differentiation of curriculum, materials, and assessments in alignment with standards.

OPCS will use data to inform instruction on a regular basis through a process of progress monitoring whereby student data is formally reviewed every 6-8 weeks. An action plan (behavioral, academic, or both) will be collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. This process plays an important role in informing the school’s professional development program. OPCS’s assessment protocol includes assessments used to monitor foundational knowledge in reading, writing, and math, in order to determine if students will be on track to meet proficiency standards beginning in grade 3.

OPCS's instructional leadership will use various tools to assess student needs and will provide appropriate professional development to address any instructional and curricular gaps.

Evaluation enables OPCS to adjust and revisit goals and expectations of our programs for SWDs, MLs, students at risk of academic failure, and academically accelerated students. These programs and services will be assessed on an ongoing basis using disaggregated student performance data. For SWD and MLs, OPCS will use this information to determine student progress against not only IEP goals or level of English language acquisition, but against OPCS's overall accountability goals, and will modify programs and services based on gaps in the data. The school also has specific goals for MLs (see ML section below in III.3), based on LAS scores and academic progress, belonging, social-emotional learning, and engaging families. The Student Services Coordinator will provide a report to the Head of School (HOS) twice a year on the academic progress of SWD and MLs. Progress will be compared to goals set forth on IEPs for SWD, and for MLs on goals set forth in thrice yearly parent conferences with the ML and general education teacher.

Hebrew Public utilizes an array of pertinent data points—including disaggregated student performance data, observations, and perceptual data from teachers gleaned through formal satisfaction surveys and informal conversations—to assess the viability of our curricular materials and to engage in continuous improvement efforts.

f. Plan for Monitoring and Evaluating. Hebrew Public routinely and systematically evaluates whether its curricula are responsive to school needs and are driving student performance. OPCS will formally review curriculum on a quarterly and annual basis. The process is collaborative, involving administrators and teachers with support from HP instructional staff and Director of Data and Analytics. Academic Deans meet weekly or biweekly with grade-level teachers to plan instruction and review curriculum. Additionally, they hold regular after school PD to allow for vertical planning. This includes reviewing any new curriculum approved by the state of Connecticut, reading curriculum reviews by independent publications, and attending professional development with other Charter Management Operators. During quarterly review, the participants analyze, review, and reflect on student assessment data, in the aggregate and disaggregated by subgroup, and their meaning in relation to meeting the standards. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. The goal of this process is to discuss recommendations for changes in the curriculum, if necessary, that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists, and administrators. This review process may result in changes to the order of the following year's scope and sequence. It could also include an enhancement to or a decision to explore the replacement of any published curriculum used by the school, among other potential changes.

As an organization, Hebrew Public has invested heavily in building teacher and leader capacity to analyze and respond to data and to build coherent systems to house the data. Student data is formally reviewed at each quarter based on quarterly assessment data as well as at each trimester after each round of MAP testing. When unpacking student performance on assessments, the choice of curriculum is invariably one of the key variables Hebrew Public takes into account. The goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. When the data shows that the curricular choices are not contributing to student success, Hebrew Public and its schools act accordingly by exploring modifications to or ultimately replacing the curriculum. Please see Section I.3.e for more detail.

In order to ensure vertical and horizontal alignment across content areas, Hebrew Public has established three core practices. First, we use established, vetted, standards-aligned curricula and supplement them with high-quality resources. Second, we triangulate Hebrew Public's scope and sequence with the curriculum's scope and sequence and guidance on priority standards from Achieve the Core to ensure we are prioritizing the right content in the right order and frequency. Third, we build teachers' content knowledge about standards progression and alignment through a few key practices. We hold professional development in order to deepen our understanding of the standards, including practice unpacking standards and noting the difference in what the standards demand over grades, using a standards-based approach to analyze interim assessment and monthly quiz data. We ensure all unit unpacking protocols include reflecting on how the previous unit set students up for the current unit, what core skills students will need from earlier content and grades to be successful, and what work the unit is setting them up for in the future. We develop teacher skill in analyzing student work and discussions of student understanding to be standards-based by requiring teacher exemplars for all student work, and anchoring discussion and feedback in the language of the standard. Please see Appendix F for more information on common planning time, planning protocols, and alignment to standards.

4. INSTRUCTION

a. Instructional Methods. Hebrew Public provides instruction in multiple modalities and encourages teachers to vary their approaches based on the content being delivered and their understanding of what students need in order to be successful. We accelerate to remediate, ensuring access to rigorous, grade-level material with scaffolds to support students only where needed. We rely on inquiry, providing students with a complex problem and allowing them to grapple with it, generate their own approaches, and then analyze those approaches to find trends and efficiencies. This inquiry-based learning model, which emphasizes student-driven inquiry, is paired with an emphasis on strong relationships and a reliance on data to drive instructional choices around scheduling, student grouping, and concepts in need of reteaching.

Inquiry-Based Learning Model (IBL)

The Inquiry-Based Learning model (IBL) equips teachers with the capacity to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, IBL is highly effective with at-risk populations such as MLs, students not yet meeting grade level expectations, and SWD, as well as with academically accelerated students. Given both Hebrew Public and OPCS's commitment to enrolling a diverse student body, including those with diverse learning needs, and considering the student demographics of Stamford, IBL is an effective model to support student acquisition of grade-level content knowledge and skills, and research shows it improves academic outcomes.⁴⁵ IBL is a widely used instructional model in K-12 schools. In addition to the charter schools in the Hebrew Public network, several other successful charter schools, including Hellenic Classical Charter Schools in Brooklyn and in Staten Island authorized by the NYCDOE and NYSED, the three Our World Neighborhood Charter Schools, and Academy of the City Charter School in Queens, authorized by SUNY, have utilized IBL since their inception with a racially, ethnically, and socio-economically diverse population of students, including those with diverse learning needs.

IBL not only fosters academic growth but also plays a pivotal role in shaping students into global citizens. Rooted in John Dewey's philosophy that education should commence with the curiosity of the learner, IBL aligns seamlessly with the school's mission to nurture students as informed and engaged participants in a global society. In IBL classrooms, students are not just passive recipients of knowledge; they actively participate in the learning process by asking meaningful questions, investigating complex issues independently, and collaborating

⁴⁵Öztürk, B., Kaya, M. & Demir, M. (2022). Does inquiry-based learning model improve learning outcomes? A second-order meta-analysis. *Journal of Pedagogical Research*, 6(4). <https://files.eric.ed.gov/fulltext/EJ1350231.pdf>

with peers. This approach goes beyond traditional teacher-centered instruction, empowering students to develop the skills necessary for effective global citizenship, including problem solving.

As the school aims to enroll a diverse student body and address varied learning needs, IBL becomes a key strategy to prepare students for the complexities of a globalized world. International studies prove that students learn more as the work is hands-on, and requires collaboration, grappling, and productive struggle.⁴⁶ The model encourages students to take ownership of their learning, fostering a sense of responsibility and curiosity that extends beyond the classroom. By developing the ability to independently identify learning needs and resources, students are equipped to engage with diverse perspectives and navigate real-world challenges.

The evolving nature of student inquiry in IBL classrooms emphasizes the importance of students progressively taking on more significant responsibility for their learning journey. This trajectory aligns with the development of crucial skills—analyzing, synthesizing, and applying information across disciplines—that are essential for students to become active and informed global citizens.

The four interrelated components of this model are described below. Critically, an IBL-inspired lesson does not have to proceed in this sequence; in fact, in order to focus on student inquiry and student-centered learning, we are increasingly focusing on starting with collaborative or independent learning.

- **Exploration and Inquiry:** In the initial phase, students delve into the process of exploration and inquiry. This aligns with the concept of Focus Lessons in traditional models, where teachers model meta-cognitive processes while engaging in academic tasks. Strategies are demonstrated to enhance understanding of content area material, establishing the purpose of the task and illuminating key learning objectives.
- **Guided Investigation:** Guided instruction in the IBL context involves teachers prompting, questioning, facilitating, or leading students through tasks that deepen their comprehension of a particular concept or idea. This phase encourages active student involvement and provides structured guidance to support their learning journey.
- **Collaborative Exploration:** A pivotal aspect of IBL is collaborative learning, where students consolidate their understanding of content, concepts, or ideas. This phase promotes opportunities for problem solving, discussions, negotiation, and collaborative thinking with peers. Students apply the information gained during exploration and guided investigation, fostering a collective approach to summarizing individual activities.
- **Independent Application:** Independent learning in the IBL model addresses the fundamental goal of empowering students to apply acquired skills and information autonomously. This component emphasizes practice in applying knowledge in novel ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. Independent learning serves as a cornerstone for students to independently navigate and apply their knowledge beyond the immediate learning context.

Our Pre-K program incorporates the Appletree Instructional method, which is play-based and differentiated and comes with the Every Child Ready curriculum. It includes a flexible small group and large group model and incorporates multiple modalities. Most importantly, it teaches foundational skills for literacy, math, and social-emotional development.

⁴⁶ Sparks, S.D. (2019, October 8). Students Learn More From Inquiry-Based Teaching, International Study Finds. *Education Week*. <https://www.edweek.org/teaching-learning/students-learn-more-from-inquiry-based-teaching-international-study-finds/2019/10>

Co-teaching is evident throughout the day in the Integrated Co-Teaching (ICT) classroom settings at each grade level to provide essential support for SWD in this inclusive setting. This collaborative teaching approach enables educators to work together in various formats, facilitating a higher degree of differentiated instruction and small-group engagement in classrooms with diverse learners. Additionally, when staffing allows, we enhance our co-teaching model by supplementing classrooms with additional staff members at key times during the day, particularly during math and ELA periods. A co-teaching partnership can be put into practice using a variety of methods. Co-teaching is typically implemented using one of the following six models:

- One teach, one observe
- One teach, one drift (support)
- Station teaching
- Parallel teaching (Two groups)
- Team teaching
- Alternate teaching (large group and small group)

We will prioritize the co-teaching grouping models of station, parallel, and alternate teaching, which are the highest leverage co-teaching models. Within co-teaching, we will provide explicit instruction and evidence-based practice for SWD, within the Inquiry-Based Learning model, in addition to specially designed instruction to meet the individualized needs of students.

The Proficiency Approach

OPCS will provide instruction in Modern Hebrew through the Proficiency Approach (PA) to language acquisition. Using the PA, acquiring a language involves internalizing its structure and its behavior and, as a result, using its linguistic components automatically to understand or create meaningful messages. The PA increases students' ability to perform in the learned language in all four skills (listening, speaking, reading, and writing).

Hebrew classes are conducted almost exclusively in Hebrew so students hear the language as it is naturally spoken; vocabulary and expressions are modeled for students who then begin to practice with their peers. The PA recognizes that a learner's ability to perform in the target language develops gradually and in a nonlinear manner; accordingly we incorporate robust assessment tools for both formative and summative evaluations. Our ongoing evaluation of student progress in each skill area is guided by the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, which identifies five levels that correlate with a learner's progression toward equivalency with the fluency and automaticity of native speakers: Novice, Intermediate, Advanced, Superior, and Distinguished.⁴⁷ Our evaluation methods use four interrelated criteria: content/context, task, text type, and accuracy. PA provides a framework that guides teachers in articulating clear learning goals and powerful instructional tools to support each student's learning needs. PA allows a flexible curriculum and promotes a learner-centered environment.

More information on each instructional strategy can be found in Appendix G.

b. Supporting High Standards of Achievement and Accessibility. Hebrew Public's instructional approach reflects our core belief that all students are capable of succeeding at high levels and deserve to have access to the

⁴⁷ American Council on the Teaching of Foreign Languages. (2012). *ACTFL Proficiency Guidelines*. <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

rigorous, grade-level materials that will enable them to become self-actualized global citizens. Recent research has demonstrated that instructional approaches rooted in acceleration, as opposed to remediation, are far likelier to result in students mastering grade-level content, notwithstanding the learning loss occasioned by the pandemic. An August 2022 Zearn study, which echoed the findings of a joint TNTP-Zearn report from May 2021,⁴⁸ found that elementary school students experiencing consistent learning acceleration completed twice as many grade-level lessons in math over the course of a school year when compared with a student who received frequent remediation. Notably, the study also found that students enrolled in a majority Black, Hispanic, or low-income school were both (a) more likely to be remediated than their White and high-income peers, and (b) less likely to struggle in math when experiencing consistent learning acceleration.⁴⁹ Another August 2022 report, the first of its kind to address the impact of acceleration in ELA, produced similar findings. Simply put, access to acceleration opportunities is not distributed equitably; students in high-poverty schools were assigned the most below-grade-level work even when they had already mastered that content and when they had demonstrated an ability to be successful on grade-level tasks.⁵⁰

Hebrew Public's student-centered instructional approach is anchored in these findings and animated by the belief that students learn best when simultaneously challenged and supported. In the classroom, teachers reinforce and strengthen student achievement through effectively scaffolded instruction that engages all students in learning. Best practice features—including differentiated learning stations, classroom libraries, word walls, and maps (the United States, Israel, and the world)—abound. Instruction in all classrooms is active, inquiry-based, and student-centered; this approach continues strongly in middle school where student engagement is so critical. Teachers rely on inquiry-based instructional techniques to build skills and independence and make learning student-centered. During Hebrew instruction, and through the proficiency approach, every child, regardless of background, experiences the intensive support, caring, and scaffolding required to learn and practice Modern Hebrew. We believe that our approach to building strong relationships with our students while using data to drive instructional decisions will make OPCS an academic success.

Additionally, OPCS strives to teach the whole child, as outlined in our social-emotional supports and morning meeting below in Sections I.3.b and III.5.d. Our diverse-by-design, inclusive model, which differentiates and gives supports for SWD and MLs and other special populations, ensures students have access to rigorous grade level content and that they are learning foundational skills.

The below is a summary of each subject area, with lesson structures and instructional components. Detailed lesson structures can be found in Appendix H.

English Language Arts

Students get at least 135 minutes of reading and writing instruction five times per week. Beginning in grade 2, writing time is used for extended composition and typing practice. Reading, writing, listening, and speaking skill activities are sequenced intentionally during these times in the instruction and practice of meaning-making. As recommended by the National Reading Panel, OPCS classrooms will allow time for text-based instruction,

⁴⁸ TNTP & Zearn. (2021). *Accelerate, don't remediate: New evidence from elementary math classrooms*. <https://tntp.org/publication/accelerate-dont-remediate/>

⁴⁹ Zearn. (2022). *Catching up and moving forward: Accelerating math learning for every student*. https://webassets.zearn.org/Implementation/Zearn_LearningAccelerationStudy.pdf

⁵⁰ TNTP. (2022). *Unlocking acceleration: How below grade-level work is holding students back in literacy*. <https://files.eric.ed.gov/fulltext/ED624426.pdf>

explicit phonics instruction, independent reading, and integrated writing.⁵¹ OPCS will organize the daily schedule and staffing to allow for increased time on task and flexible student-teacher groupings. These two practices enable multiple strategy instruction, which has been shown to increase engagement and gains in literacy, and which help students feel known and connected at school.^{52, 53}

Lesson Structure: Foundations (K-2): Foundations lessons are 30 minutes long and include 2–5 activities in each lesson. Skills Activities during the lesson depend on the day, week, unit, and level. Skills taught in Foundations are: phonological awareness, phonics, vocabulary, high frequency words, fluency, comprehension, handwriting, spelling, and punctuation. It is important to note that each component is time-bound, not task-bound. The program is designed for students to experience repetition and purposeful spiraling of skills.

Lesson Structure: Close Reading (3-8): Close Reading is an approach to reading that encourages students to build a love of text while deeply analyzing both the main idea of a text and the author’s craft and structure choices. The frames and comprehension questions that students use to make meaning of text are transferable to any text and the author’s craft analysis allows students to appreciate how the choices authors make contribute to the text’s overall meaning.

Math. Our approach to math instruction is to provide students with authentic experiences learning about numbers and how they work, by way of investigation with the use of manipulatives and sharing their learning by engaging in robust discussions. Students share their thinking about how to solve problems and learn from other students in the process. Hebrew Public’s Mathematics courses use a variety of lesson structures to engage students and drive toward outcomes. Lesson structures are intended to support teachers in driving toward student achievement outcomes by outlining the flow of a lesson and distribution of time for different activities within a lesson.

OPCS’s math program includes 45 (grades 6-8) -90 minutes (grades K-5) of math instruction every day. Manipulatives, applications, and other hands-on practices are instrumental to students’ learning. Accordingly, all grades—especially Pre-K, K, and grade 1—begin the year learning and practicing math routines and procedures.

Lesson Structure: Eureka Math (K-8): The 60-minute block structure ensures fidelity to Eureka Math: A Story of Units, while providing routine time for responsive instruction to meet all students’ needs. Students learn grade-level content, as defined by the Common Core Standards, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Ongoing facilitated discussions offer students the opportunity to learn from their peers’ thinking. Students solidify their learning through extended application, practice of mathematics, and the lesson debrief.

Lesson Structure: Number Stories: Cognitively-guided instruction (CGI) provides the opportunity for K-5 students to build upon and discuss their natural problem-solving strategies. Students spend the entire 30-minute block studying a math problem in a real-world context. Then, they explain their own reasoning and strategies with their peers. This allows them to compare and explore different methods of solving word problems. See the

⁵¹ National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>

⁵² Blum, R. W., & Rinehart, P. M. (1997). Reducing the risk: Connections that make a difference in the lives of youth. *Youth Studies Australia*, 16(4), 37–50.

⁵³ Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research*, 99(4), 232-246.

Appendix G for the detailed Number Stories Implementation Checklist. Number Stories has a low floor and a high ceiling, allowing for natural differentiation because there are many ways to approach and demonstrate solving the problems. By giving students ownership over their approach and using student work to drive the discourse, students gradually develop in their sophistication of representing solutions to the problem.

Science (K-8)

OPCS's science program teaches students to investigate the world using their senses, inquiry, investigation, analysis, and problem-solving strategies. Science at OPCS is hands-on. Students conduct investigations and solve problems while engaging in science and engineering practices. Students keep science journals and engage in reading and writing activities throughout each lesson. Each science lesson begins with a problem to solve or a situation to explain. Students generate questions and then engage in active, team-based learning activities including experiments and model-building; they also explore virtual worlds created by Google Expeditions.

Modern Hebrew

Hebrew lessons are structured to maximize language acquisition, guided by psychological aspects, linguistic goals, and ongoing formative assessment. The lesson starts with a short interactive "warm up" activity, where all students simultaneously engage in language production at their current proficiency level. The activity is designed to have students retrieve and activate their Hebrew language resources as they transition to Hebrew from their other previous daily activities. The second and largest segment of the lesson is the reinforcement and application of the new content in authentic language use, where students are engaged in various activities in all language communication modes (interpersonal, interpretive, presentational). The third segment of the lesson is relatively short, and that is when new content is introduced and practiced. The final part of the lesson is the winding down, where students engage in an activity at their current proficiency level, where they are comfortable and feeling confident. This segment provides students with a sense of accomplishment and enjoyment in their language studies.

At the beginning levels, the lessons rely greatly on comprehensible input. Students listen to Hebrew for meaning, and respond to the language that they hear and understand either by physical movement, or by answering Yes/No questions, or respond in other ways that require them to comprehend and react to the input. The teachers ensure that the input is compelling and comprehensible to all the students.

Pre-K

Every Child Ready includes play-based thematic units with aligned vocabulary and readings, and suggested schedules which are developmentally appropriate and include foundational skills. Activities range from 5-60 minutes and include small group, large group, morning meeting, choice stations, read aloud, learning lab, nap, outdoor play, journaling, question of the day, and gross motor skills practice.

Specials

Students have the opportunity to learn about music, art, or dance, in addition to physical education.

Physical Education: Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of physical education and is developed through both partner and group activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more.

The Arts: To access the full potential of arts education, the school provides focused instruction on particular art subjects and the integration of arts education in the broader curriculum. Wherever possible, Modern Hebrew language instruction is integrated into our music and arts education. In the early grades, arts and music are heavily integrated into general education (especially in Pre-K and K), and Hebrew is primarily taught through music and songs. Students also learn about Israeli culture and dance in Hebrew class.

Social Emotional Learning (SEL)

The Responsive Classroom approach, which Morning Meeting is a component of, is designed to create classrooms that are responsive to children's physical, emotional, social and intellectual needs through developmentally appropriate educational experiences. Morning Meeting provides opportunities to practice social and emotional skills, and improves emotional support and classroom organization. Students spend the first 30 minutes of each day in Morning Meeting (or advisory in 6th-8th). Please see section I.3.b for more information on SEL.

Accessible and Appropriate for All Students

HP schools are founded on the principle that all students can succeed with the appropriate support, that diverse school communities are inherently beneficial, and that academic differentiation for all enables more students to succeed. We also believe that making instruction accessible and appropriate for all students begins with high quality Tier 1 instruction. Our instructional program has been created with these principles in mind. These programs and approaches were chosen not because they work for some students, but because they are organized to naturally accommodate the kind of scaffolding that allows all students to access grade-level standards, to provide all learners varied opportunities to show what they know, and—most importantly—to allow all students to express and understand themselves and the world.

OPCS's educational approach as a whole described in Section I.4.a above is designed to ensure that all children, including those children most at-risk of academic failure, will be able to meet CSS and NGSS. Its academic program was purposefully designed to align with OPCS's commitment to create and educate a diverse learning community, and that not only includes a student body that is racially and socio-economically diverse, it also includes students with linguistic diversity and with different learning abilities. In particular, the following are among elements of OPCS's curricular and instructional program that will maximize all learner's attainment of the skills and knowledge necessary to meet CCS and NGSS: differentiated instruction, inquiry-based model, data-driven instruction, use of MTSS process, push-in and pull-out services for MLs and SWD, and coaching teachers.

Through frequent data analysis, teachers identify students whose needs are not being met by the core curriculum and then use the multiple opportunities built into the daily schedule to provide differentiated instruction. Each grade has at least one classroom section with both a special education and general education teacher. More time has been built into the schedule to support students not yet meeting grade level expectations and to provide opportunities for accelerated learners to extend learning both in the school day and by co-teaching. We explicitly teach SEL skills using Responsive Classroom and strategies/structures such as Morning Meeting and advisory. Evidence-based intervention occurs in addition to, rather than instead of, core instruction. Differentiation is strongly supported through a variety of teacher planning and instructional practices (see below). Finally, we have an MTSS process to support students who are not yet reaching the standards. MTSS both identifies students, and creates a team and a plan to support students.

All of the components previously described—curricular choices, focus on data and relationships, co-teaching, and the inquiry model—lend themselves to serving the needs of diverse learners. To highlight one example, our approach to reading and writing builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners because it requires individualized coaching. For this reason, inquiry is highly effective with at-risk populations such as MLs, Title I students, SWD, and accelerated learners. Inquiry-based learning is also grounded in Bloom’s Taxonomy. By changing the paradigm from teacher-centered to teacher-facilitated instruction, students become actively engaged in their own learning, no longer passive in the instructional process, and more fully utilizing higher-order critical thinking skills. Inquiry-based learning in particular is useful with MLs and students of color as the curriculum can be culturally relevant and responsive.⁵⁴ It also allows for students to collaborate, discuss, and work on hands-on projects. When paired with training for co-teachers to be able to identify when to utilize inquiry-based instruction, and where more direct instruction may be needed using data and student’s strengths and needs, inquiry-based instruction can be effective for SWD.⁵⁵

The Inquiry-Based Learning (IBL) pedagogical methodology that will be employed in the OPCS classroom is an ideal instructional model for differentiating instruction, especially concerning various ability levels within student groupings—students not yet meeting grade level expectations, MLs, SWD, accelerated students, etc. IBL aligns with OPCS’s commitment to differentiated instruction, informed by the continuous collection and analysis of data. Teachers will consistently utilize both formal and informal data to shape their instruction. Continuous formal and informal assessments are integral to IBL, enabling teachers to address student needs in real-time within the framework of the model. Teachers will leverage data for individual conferencing with students and forming student groupings for guided instruction, where additional and differentiated instruction can occur. Through ongoing professional development, the integration of relevant technologies, and continuous analysis and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, especially those at risk, and tailor instruction to address those needs.

OPCS’s integration of components of the SIOP model in core subjects to address the needs of MLs is also a strategy that provides universal access for all students to the content that is taught. It also teaches core literacy strategies. There are multiple different populations who may benefit from these strategies, including: MLs, MLs from low-income backgrounds, students from low-income backgrounds, students whose primary dialect is not standard English, and students whose primary dialect is not standard English and who are from low-income backgrounds. For example, the school will integrate language objectives, leveled readings, explicit teaching of vocabulary, scaffolding, appropriate speech, clear directions, wait time, graphic organizers, sentence stems, and collaborative work. Students from poverty level backgrounds suffer from language deficits due to the lack of language exposure, including exposure to standard spoken and written English, in their homes. According to George Farkas in *Teaching Low Income Children to Read at Grade Level*:

low-income children begin first grade approximately one instructional year below middle-class children because ... (they) typically suffer from imitation of nonstandard speech patterns, too little conversation with adults, too little practice using language to express complex ideas, too little opportunity to develop reasoning skills, weak vocabulary development, too little experience with books, and little or no instruction and practice with phonological awareness and other pre-reading skills such as learning the names of letters and the sounds they make.⁵⁶

⁵⁴ Kuykendall, M. (2022, May 26). Using Inquiry-Based Learning to Create a Culturally Responsive Classroom. *Edutopia*
<https://www.edutopia.org/article/using-inquiry-based-learning-create-culturally-responsive-classroom/>

⁵⁵ Center for Inspired Teaching. (2008). *Inspired Issue Brief: Inquiry-Based Teaching*.
<https://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>

⁵⁶ Farkas, G. Symposium on Utopian Visions: Engaged Sociologies for the 21st Century. *Contemporary Sociology*, 29(1), 53-62.

While they may not be MLs, children from poverty level backgrounds face their own challenges and deficits in academic English language acquisition and development.

OPCS’s curricular choices promote instruction in a variety of modalities to address diverse learners. Further, all core subjects focus on literacy, emphasizing the integration of listening, speaking, reading and writing skills in all subject areas in all grades and incorporating topic-appropriate leveled readers in daily lesson plans in math, science, and social studies. OPCS students thus are continually engaged in hearing, reading, and understanding the written and spoken word through being read to, reading out loud, reading with partners, and reading silently as part of every subject they study. This focus is beneficial to all students and has particular importance to MLs, and other students at-risk of academic failure, who need comprehensive and continual exposure to language, as well as support in the development of their English language skills. Teachers also employ the concept of interactive modeling, a key element in the Responsive Classroom approach, to cultivate their students’ spoken language skills. Within interactive modeling, during student collaboration and guided instruction time, teachers guide students in their collaborative work by demonstrating how students should engage in conversations, build on each other’s ideas, and help each other progress. Recognizing the essential role of language in expressing and developing ideas, teachers consistently lead students in articulating their thoughts, prompting them to provide reasons for their statements.

And, as described in Section 1.4.a and later in the discussion on MLs (Section III.3), research has shown that the study of a second language, a key design element of OPCS, supports English language development in all students, including MLs (even when that second language is not the home language of the ML student).

c. Data-Driven Culture. HP leaders understand that students achieve at their highest levels when teachers are keenly aware of where students are in relation to the standards, as well as know the most important next step they need to take in their learning. Being able to support students in continual growth and achievement like this requires teachers and leaders to regularly use formal and informal assessment data to prompt and support students in a way that maximizes their learning. Our foundational beliefs about assessment include the following:

- Data-driven instruction relies upon a strong assessment system that allows for assessment of students’ current level of standards mastery, progress toward mastering content, and identification of areas of growth.
- Assessments must be rigorous and aligned to curriculum in order to be meaningful.
- Assessments measure different things. We will need a variety of assessments to understand the appropriate instructional next steps, and no single assessment is “perfect.”
- The power of assessments lies in the follow-up. We must use the data to provide students with feedback and adjust instruction.
- Informal assessment—in the form of notes about a student’s performance in relation to mastering an objective, standard, or skill—is critical for instruction.

Teachers rely on the following core components to design and sequence instruction for all students:

- **Frequent progress monitoring:** Students take MAP online three times a year, DIBELS three times per year in K-2 for early reading skills, and are also assessed regularly via classroom-based assessments to measure progress toward individual and grade-level goals. Progress monitoring is adapted or modified on an as-needed basis (e.g., for students with visual or auditory impairments; and for students who are learning English as a new language).

- **Robust systems of data collection and analysis:** Teachers analyze data using performance analysis templates individually, in grade-level teams, in regular PD sessions, and in weekly meetings. After each MAP session, teams are led through analysis and reflection routines that help identify student strengths, weaknesses, and learning gaps, and then to make plans to re-teach (whether that is small or large group).
- **Leveled instruction for all students:** Teachers develop short-term instructional plans throughout the year using performance data, detailing multiple ways for students at all levels to practice and master new skills and concepts. These include classroom stations, small-group instruction, and additional intervention.

In order to implement this system well, data-driven instruction and relationships must be at the core of everything we do. OCPS starts with strong, rigorous Tier 1 instruction, and then uses data to differentiate and support students. In response to quizzes, interim assessments, or formative assessments, teachers set goals with students and design support, strategies, and interventions for meeting the goals. The MTSS model (see Section I.4.e) supports students to be successful.

The data-driven culture at HP is based on the intellectual preparation for unit and lesson planning, which is aligned to CCS and NGSS. The Director of Data at the network prepares detailed and disaggregated data reports (monthly, quarterly, after assessments) from multiple sources. Then Directors of Instruction and HOSs review the data. They then work with teachers to execute protocols for data-driven instruction. CMO and school-based staff have been trained in Atlantic Research Partners' (ARP) Data Fluency and Instructional Coaching program. We use a protocol for data including: (1) Diagnose, (2) Instruct, (3) Target, (4) Monitor, and (5) Follow up with additional intervention as needed. From this data, teachers also create strategic groupings for small group instruction and differentiation. Teachers and staff attend professional development sessions (see Appendix F) to work collaboratively to analyze data and create plans for teaching. Co-teachers engage in co-planning meetings to include accommodations and modifications and specially designed instruction planning according to students' IEPs, as well as intervention plans for MLs. All of our approaches to data are aimed at creating a data-driven culture in order to improve outcomes for students, particularly those furthest from opportunity. Please see the Data-Driven Instruction protocols in Appendix F (within the common planning time agendas) for more information.

The OPCS-based data team will work under the direction of the Head of School and the Hebrew Public Director of Data and Analytics. The Director of Data and Analytics will support compiling the data and analytics and providing them to OPCS instructional leadership and teachers. OPCS's instructional leadership, with the support of the network Directors of Curriculum and Instruction, will be responsible for coaching teachers on the appropriate use of data to drive instructional next steps.

Analyzing academic data at various levels, ranging from individual student performance to class, grade, disaggregated subgroups, and the overall student body, plays a pivotal role in shaping and refining the overarching academic program of the school. This comprehensive analysis informs teachers about the unique strengths and areas for improvement for each student, allowing for the tailoring of instructional approaches and support strategies to meet individual needs. Furthermore, the examination of class and grade-level academic data facilitates an evaluation of the curriculum's effectiveness across subjects, enabling the school and network team to identify successful elements and areas for enhancement. Disaggregated subgroup analysis ensures that interventions are targeted to address performance gaps among different demographic groups, fostering equity and inclusion.

The understanding of academic performance across all students also aids in the strategic allocation of resources, optimizing their impact on areas requiring improvement. Continuous program evaluation, guided by ongoing academic data analysis, allows for evidence-based decision-making to enhance the overall quality of the academic program. Ultimately, this systematic analysis serves as a valuable feedback mechanism, empowering teachers and administrators to refine teaching practices and continuously improve the academic program to meet the diverse needs of the student body, while aligning with broader educational objectives.

d. Staff Professional Development. At OPCS, professional development (PD) is the vehicle through which teachers acquire and/or refine their skills and capacity to implement instructional practices that will lead to increased student achievement and continued school improvement. The schoolwide professional development program at OPCS is designed to ensure that teachers are well-equipped to meet all students' academic needs and contribute to the achievement of school goals. HP approaches PD in a variety of ways, including: Staff Institute, Common Planning Time, Observations and Feedback Cycles, and Weekly PD. To start the year off strong, all OPCS staff will report back to school for Staff Institute prior to the first day of school for students. Staff Institute allows for the delivery of sessions to address OPCS's key design elements, use of data and assessment, meeting student needs, classroom management, and other relevant topics. The Head of School will work in partnership with Hebrew Public network staff to determine priority sessions each year.

OPCS also believes that professional development should not be isolated to a meeting or workshop. The most effective way to develop its staff is to embed PD into the workday. OPCS views PD as working best when teachers are engaged in professional learning at least weekly. Teachers are observed approximately twice monthly, with a debrief following the observation. Teachers who need more support are observed more frequently, as needed. At OPCS, teacher schedules will include common planning time within the school day, weekly by grade level. During common planning time, teachers engage in intellectual preparation for their units and lessons, including unpacking standards and Universal Design for Learning. They also engage in data-driven instruction, including data analysis, making plans to re-teach, differentiate instruction, and small group instruction and to create individual supports. They also discuss and plan to support students from special populations or students who may be performing below grade level. In addition, each Friday, teachers will have a concentrated block of time to (1) engage as a group in comprehensive PD; (2) break out into smaller groups by grade level or across grade levels to cross-plan how each grade will cover similar topics in different and increasingly advanced ways (vertical and horizontal planning); (3) convene intervention teams around specific students who demonstrate needs and challenges; (4) allow for planning and collaboration between general studies and Hebrew teachers and intervention specialists (special education and ML staff) so that the capacities of all teachers to address the needs of special populations can be strengthened; and (5) plan together to allow for effective and authentic integration of the Hebrew language in science, social studies, art, music, and physical education. The professional development program is differentiated to address the unique needs of teachers, including novice teachers, those new to the school, highly effective teachers, and teachers of diverse subjects, SWD, and MLs.

Furthermore, during common planning time, teachers meet in grade-level teams to review student data and in co-teaching teams to collaboratively plan lessons. The Head of School and Deans, with support from HP, will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, instructional strategies, service learning projects, reviewing lesson observations, student case management, and analyzing student data. Finally, OPCS's school calendar will have at least one designated full day of PD, as well as weekly Friday early dismissals, to allow teachers to more deeply engage in PD topics, particularly those that address needs identified by instructional leadership and HP. These PD opportunities also provide grade teams

with concentrated time to break down quarterly benchmark assessment data to see which CCS standards are being adequately addressed and which ones the students are struggling to master.

Through co-teaching opportunities, observations, leadership structure, and common planning time, PD pervades the classroom and the school. At OPCS, teachers learn together by solving problems in teams and as a whole faculty because every teacher feels responsible for the success of every student in the school community. In the process, they become avid seekers of research and best practices that will help themselves and others. Our PD model will serve to develop strong leadership skills in our teachers, many of whom, as a result, will become experts in various areas of instruction, allowing them to move along the career pathway OPCS will have established for them.

HP will work with the instructional leadership to analyze student assessment data including standardized assessments, interim assessments, and teacher-generated summative and formative assessments. Student assessment data will be evaluated in the aggregate and by sub-groups (race, ethnicity, gender, economically disadvantaged, high-needs, SWD, and MLs). Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards its annual goals. HP and the HOS will draw conclusions regarding the efficacy of the PD program data and make recommendations for program modifications to improve teacher practice and student outcomes. These recommendations will be presented by HP and the Head of School (HOS) to the Governing Council's Education and Accountability Committee, which will present a report to the full Council.

To evaluate the efficacy of the professional development program, OPCS employs a multifaceted approach. This includes ongoing feedback mechanisms through surveys, regular assessments of teacher implementation in the classroom, and periodic reviews by school and network leaders. The continuous evaluation process allows for adjustments and refinements to ensure that professional development remains dynamic, responsive, and aligned with the school's mission and goals. At OPCS, evaluation of the PD program has two important goals: to improve the quality of the program and to determine its overall effectiveness. Formative evaluation will be used to modify and/or improve the PD program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys. Progress Monitoring will provide student data that will inform the need for mid-course corrections and fine-tuning by the instructional leaders and teachers. Our model of ongoing and embedded PD allows the school to implement these modifications on a real-time basis. Summative evaluation is used to determine the overall effectiveness of the PD program and will be conducted at the end of the year. The two different levels of data used to conduct summative evaluations are: (1) teacher instructional practice and (2) student outcomes. Through questionnaires, observations, self-assessment instruments, and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. Summative evaluation is also used to determine the effect of the PD process on student outcomes.

The identification of professional development topics is a collaborative process involving input from network leaders, school leaders, and staff surveys. Surveys are regularly administered to allow staff to provide feedback on professional development sessions, ensuring that the topics and formats align with the evolving needs of the school community. In addition, certain processes and strategies that will be established in the school, including progress monitoring described earlier, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge that will need to be addressed through targeted PD. The job-embedded PD model, combined with teachers' schedules that allow for both individual and common planning time, facilitates the ability of the instructional leadership to address needs on a real-time basis. PD sessions are collaboratively designed by school leadership and HP staff and may include external resources. Curriculum and instructional

professionals from HP will work with the HOS and school leadership to provide training and support in areas around curriculum and instruction in core subjects, service learning, the implementation and integration of the Israel Studies curriculum, and support for Hebrew language instruction. HP will provide training and support in assessment around these specific instructional elements. The professional climate that results from this PD supports OPCS's investment and commitment to build the instructional and professional capacities of our teachers and staff, and will attract the quality teachers we hope to recruit and retain. The process of designing and coordinating HP-led PD programs happens in collaboration with the HOS. School leadership will work daily during designated planning periods to coach the school's instructional staff and provide training and guidance in their work with all learners, including MLs, SWD, at-risk students, and academically advanced students.

Sample topics for Summer Institute include but are not limited to:

- (1) instructional methods, such as inquiry-based learning
- (2) differentiating instruction
- (3) assessing student needs and evaluating student learning
- (4) effective use of data in instruction
- (5) special education procedures and services; and the IEP and its use in guiding student learning
- (6) implementing accommodations and modifications, and specially designed instruction for SWD
- (7) teaching MLs, including SIOP and differentiation
- (8) the role of the general education, Hebrew teachers, ML teachers, special education teachers, and special service providers
- (9) forming partnerships with parents, cooperating teachers, and other staff members
- (10) adapting instruction and adaptive technology
- (11) introduction and overview of curriculum materials
- (12) progress monitoring
- (13) classroom management
- (14) compliance with all laws and state regulations

Sample topics for weekly PD include:

- Team building
- Assessment set-up and logistics
- Vertical planning
- Literacy
- Analyzing academic data (MAP, Interim Assessment, Weekly Quiz, Unit Assessment etc.)
- Curriculum planning/Unit planning
- Unpacking standards/units
- Social-Emotional Learning
- Behavior Management/Support Techniques
- Inclusive classroom practices
- Co-teaching models
- Data-driven instruction and differentiation
- Formative assessments
- Diversity, equity and inclusion
- PD based on specific school needs and choice

A sample PD calendar is provided in Appendix N.

e. Implementing Interventions. In general, HP approaches supports and interventions in a variety of ways:

1. Strong Tier 1 instruction, in the form of research-based best practices, standards aligned instruction, inquiry-based learning, differentiated instruction, and small group instruction (sometimes in a specific block).
2. Specific social-emotional curriculum (Responsive Classroom) and support in Morning Meeting and Advisory.
3. Data-driven instruction to identify students who are not meeting the standards and who might need additional academic or SEL support.
4. Online adaptive programs such as Amplify, Zearn or IXL.
5. Staffing to support students not yet meeting grade level expectations, such as a Student Services Coordinator, special education teachers, ML teachers, a reading specialist, and social workers.
6. Implementing a Multi Tiered System of Supports (MTSS).
7. Progress Monitoring: Regular assessment of student growth and learning outcomes to adjust interventions and supports as needed.
8. Parent and Family Engagement: Collaborating with families to support student learning and development both inside and outside of school.
9. Crisis Intervention Supports: Having protocols and trained staff, specifically in Crisis Prevention Intervention, for supporting students in emotional or behavioral crises.

All instructional staff will be involved with providing instruction to students not yet meeting grade level expectations following the MTSS structure. OPCS will use a MTSS to differentiate between the level of student need ranging from Tier 1 to Tier 3.⁵⁷ MTSS is a framework with a tiered infrastructure that uses data to help match academic, social-emotional, and behavioral assessment and instructional resources to each and every student's needs.

In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional supports for enrichment or remediation are identified by data and provided that support with the right focus and intensity. MTSS helps educators to be thoughtful about using resources appropriately and impactfully, and to use data to continually monitor and improve the effectiveness of their actions. MTSS ensures we're supporting the needs of every student.

The MTSS tiers are:

- **Tier 1 – Universal Instruction:** The high-quality classroom instruction that all students receive. This tier encompasses best practices, differentiated instruction, and is constantly refined by what is working at Tier 2 and Tier 3. Typically, 80-90% of students find success in Tier 1.
- **Tier 2 – Targeted, Group Interventions:** The evidence-based supports provided to students who are identified as students not yet meeting grade level expectations. This may include small group instruction, adaptive programs, and other supports. Tier 2 interventions are typically implemented in small group settings, based on a similar need identified through assessment and for the sake of systematic efficiency. Typically 5-15% of students require Tier 2 support.
- **Tier 3 – Intensive, Individualized Interventions:** The supports implemented for students not responding to Tier 2 supports. Tier 3 supports provide more frequent, intense, and individualized

⁵⁷ Benner, G. J., Kutash, K., Nelson, J. R., & Fisher, M. B. (2013). Closing the achievement gap of youth with emotional and behavioral disorders through multi-tiered systems of support. *Education and Treatment of Children*, 36(3), 15-29.

interventions. This may include behavioral support plans or 1:1 support and instruction (with the teacher, specialist, or other interventionist). Usually, 1-5% of students require Tier 3 supports.

Students can be in different tiers for different needs at the same time. For example, a student might be in a Tier 2 or Tier 3 intervention for a social-emotional need (such as self-management), while at the same time succeeding in Tier 1 for math.

Once students have shown that they need interventions beyond Tier 3, they may be referred for a special education evaluation. A referral to the Planning and Placement Team (PPT) will be considered only when it is clearly demonstrated and documented that the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs. Please see Section III.2 for Special Education.

General education staff will receive training in the MTSS process and provide proactive accommodations to all students in the Tier 1 general education environment in addition to accommodation and modifications outlined in students' formalized plans (504, IEP, LAPs). While small-group instruction is built into the schedule for all students, if a student demonstrates a need for more intensive supports, he/she may be recommended for either additional periods of supplemental instruction or be referred to the grade- or building-level MTSS team for further information gathering. The grade-level team consists of all classroom teachers and support staff for each grade level.

The MTSS team will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. The team may use the Pre-Referral Intervention Manual (PRIM)⁵⁸ to guide the identification of evidence-based MTSS strategies. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The MTSS team has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6 weeks after the team analyzes internal assessment results, including NWEA MAP Reading and Math, and other internal assessments.

To support students facing challenges in both academics and behavior, the school's MTSS team will convene weekly meetings. During these sessions, the team will discuss students who are a cause for concern and review their progress.

During these weekly meetings with the MTSS Team, the team engages in a systematic approach to address the academic and behavioral challenges faced by students not yet meeting grade level expectations. The sessions commence with a thorough review of student data, encompassing academic assessments, progress reports, and other pertinent information. Identified concerns and challenges are then discussed collaboratively, drawing on the collective insights of team members regarding individual students' strengths, weaknesses, and observed patterns. Subsequently, the team determines tailored interventions and strategies to address the identified issues, setting clear and measurable goals for each student. Progress is regularly monitored through ongoing assessments and check-ins, and the team remains flexible in adjusting strategies if the initial interventions prove

⁵⁸McCarney, S.B., & Wunderlich, K.C. (2006). *PreReferral Intervention Manual (PRIM)*.
<http://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf>

ineffective.

If there is no improvement in the student’s academic progress, or other areas of concern, the student will receive intensive academic or other intervention. Academically, OPCS will have an appropriately certified Reading Specialist beginning with its first year of operations. In addition, OPCS uses specific reading intervention programs, such as Foundations. While the school will have a Reading Specialist, OPCS considers that all instructional staff will be involved with providing instruction to students not yet meeting grade level expectations. The Head of School, and Academic Deans and Director of Student Support (network level), will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the CSS and NGSS. In terms of instructional support specialists, OPCS will have:

- The Reading Specialist, who may work collaboratively with the classroom teachers in both a push-in and pull-out model, in order to effectively address academically at-risk students’ needs
- Special education teachers, who are dedicated to supporting students with varying instructional needs, including those with disabilities who receive instructional support through an IEP, as well as students needing additional intervention through MTSS. Through the inclusion model, particularly in the designated Integrated Co-Teaching (ICT) classrooms at each grade level, special education teachers positively impact all students. Their targeted instructional strategies, designed to address the needs of special education students, benefit every student in the classroom, fostering a more inclusive and effective learning environment.
- ML teachers who are devoted to meeting the needs of students not yet meeting grade level expectations students who are also classified as MLs. They will provide direct instruction in English language development, focusing on listening, speaking, reading, and writing skills in both the regular education class and ELD classes. Additionally, they will collaborate with content area teachers to support MLs in accessing grade-level curriculum and understanding academic content, and tailoring instruction to meet the diverse needs of MLs at varying levels of English proficiency. They will be responsible for conducting assessments to determine students’ initial English language proficiency levels upon entry into the program, using formative and summative assessments to monitor students’ progress in language development and adjust instruction accordingly, and preparing students for state-mandated English language proficiency assessments to ensure compliance with testing requirements.
- The Social Worker, who will provide counseling support to students and families where personal and family issues may impact student academic achievement. This includes: (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of at-home “work space” and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

Please see Appendix L for job descriptions for the Reading Specialist, Special Education teachers, ML teachers, and the Social Worker.

If there is no improvement in the student’s behavior via the MTSS process, the student will receive intensive behavior intervention. Behaviorally, OPCS will have an appropriately certified Social Worker within its first year of operations. In addition, OPCS uses specific behavior intervention—such as Hibuki Therapy, an innovative evidence-informed therapy modality. Originating in Israel, Hibuki Therapy is a short-term, trauma-focused intervention that uses a therapeutic stuffed animal called Hibuki (which means “my hug” in Hebrew) to treat children with trauma or life-changing adversity. We started with students from Ukraine last

year and are now servicing students from many different backgrounds. Hibuki was created in Israel in 2006 by a team of Israeli psychologists, including Dr. Shai Hen-Gal, to help children cope with trauma during the Second Lebanon War. The Hibuki Therapy methodology was expanded by another Israeli psychologist, Dafna Sharon-Maksimov, who turned it into an extensive trauma intervention during the ongoing war in Ukraine. Hibuki debuted in Hebrew Public schools in SY 23-24, and we adapted this modality to a framework that can be utilized with children who have experienced adversities such as loss and grief, and other life-changing events.

The OPCS Social Worker will implement a variety of diagnostic assessment tools to determine the best course of treatment for students, with the aim of increasing access to continuing quality care and support. Along with Hibuki Therapy, the OPCS Social Worker will offer a robust array of mental health interventions, including but not limited to: Sandtray Therapy, MATCH-ADTC (Modular Approach to Therapy for Children with Anxiety, Depression, Trauma or Conduct Problems), CBT (Cognitive Behavioral Therapy), Solution-Focused Brief Therapy, Detective Club (Behavior Modification Therapy), Mindfulness and MHSB (Mental Health Skill Building).

While the school will have a Social Worker, OPCS considers that all instructional staff will be involved with providing behavior support to students exhibiting behavioral challenges.

The Head of School, Deans, Social Worker, and Student Services Coordinator will play leadership roles in providing support and guidance to all teachers to ensure all students exhibit appropriate behavior. In terms of behavior support specialists, OPCS will have:

- A Dean of Culture, who plays a key role in promoting a positive and inclusive school culture. Their responsibilities include addressing behavior issues, fostering a safe and respectful environment, implementing discipline policies, and promoting social-emotional development among students. The Dean of Culture works collaboratively with students, teachers, and parents to create a positive and supportive learning community, often focusing on building relationships and addressing behavioral challenges to enhance the overall school climate.
- The Social Worker, who may work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address behaviorally at-risk students' needs.
- Special education teachers who are devoted to meeting the needs of students not yet meeting grade level expectations who are also classified as special education students. However, through the inclusion model, particularly in the designated ICT classroom at each grade level, special education teachers are able to positively impact all students in the classroom, as all students are able to benefit from the strategies used to address the needs of special education students.
- The Social Worker will also provide counseling support to students and families where personal and family issues may impact student behavior. This support includes: (a) Guidelines to support at-home specific behavior management skills, conflict resolution, and coping strategies; (b) Creation of at-home "calm space" and routines to support behavioral development; (c) Coordination and outreach for additional behavior support services such as counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing behavior and social skills.

Annually, the Director of Student Support Services (network), Academic Deans, and the members of the MTSS, with data analysis support from the Hebrew Public Director of Data and Analytics, will reflect on and review the successes and challenges of the school's MTSS process. This reflection and review process will be based on

quantitative student data from NWEA MAP, CT state assessments, report card grades, attendance records and behavioral referrals. Qualitative data, such as teacher observations or anecdotal notes, will be used to provide additional context to the hard data. Through this evaluation, the team will measure the degree of academic, attendance, and behavioral growth, and determine the correlation between the interventions implemented through MTSS and that growth. Strategies deemed to be highly effective will be pursued in the subsequent year while strategies/interventions that were found to have little impact will be replaced with new evidenced-based strategies/interventions. The analysis will also inform professional development needs of our instructional and intervention staff.

5. STUDENT ASSESSMENT

a. Comprehensive Assessment System. Our assessment choices are based on validity, reliability, and alignment with both CCS and our expectations, in order to provide our students with a strong academic foundation in the core curriculum. OPCS's assessment portfolio consists of all CT-mandated assessments, teacher-developed and commercially developed formative and summative assessments, and Hebrew formative and summative assessments as delineated in the table below.

Name of Assessment	Subject(s) Assessed	Purpose	Grade Levels	Frequency
Smarter Balanced Assessments (SBAC)	ELA, Math	To measure the academic proficiency of students relative to their mastery of the Connecticut Core Standards. (Summative)	3–8	Annually
Next Generation Science Standards Assessment	Science	To measure the academic proficiency of students relative to their mastery of the Next Generation Science Standards. (Summative)	5, 8	Annually
Connecticut Alternate Assessments	ELA, Math, Science	To measure the knowledge and skills of students with significant cognitive disabilities as required by the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA). (Summative)	3–8	Annually (as needed)
Connecticut Physical Fitness Assessment	Physical Fitness	To inform schools, districts, and the public about programs focusing on fitness and physical activity in Connecticut schools and evaluate their success. (Summative)	4	Annually
LAS Links	English Language Proficiency	Multiple purposes: <ul style="list-style-type: none"> • identify students who require English language supports • determine student readiness to transition out of English language support program; • measure growth in English language acquisition 	K–8	Annually (based on ML status)

		<ul style="list-style-type: none"> compare student scale scores and proficiency levels for public reporting and accountability systems. (Diagnostic)		
Kindergarten Entrance Inventory	Language, Literacy, Numeracy, Physical, Creative, Social	To provide kindergarten teachers with information about the level of skills and behaviors that students demonstrate at the beginning of kindergarten. (Diagnostic)	K	Annually (K)
DIBELS	ELA	Universal Screening Reading Assessment (Diagnostic)	K-2	3x annually
NWEA MAP Growth	Reading, Math	Multiple Purposes: <ul style="list-style-type: none"> benchmarking to determine progress of students toward benchmarks and to modify instruction to address identified gaps and to monitor year-to-year growth. (Diagnostic and Benchmark)	K-8	2x annually
NWEA MAP Fluency	Reading	A progress monitoring tool to measure growth, plan for differentiation, and predict NYS test scores. Administered along with NWEA MAP Reading and Math, measures decoding and fluency when reading. (Benchmark and Diagnostic)	K-2	3x annually (beginning, middle, end)
Eureka Math Unit Assessments	Math	Used to inform instruction, differentiation and review needs. (Summative)	K-8	End of each unit
Close Reading Main Idea and Short Response Assessments (embedded in Lavinia Group Close Reading curriculum)	Reading	Used to inform instruction, differentiation and review needs. (Summative)	K-8	Dependent on the length of the units
Every Child Ready	Fundamentals	Used to inform instruction, differentiation and review needs. (Summative and Formative)	Pre-K	Per Unit and Daily

ELA and Math Monthly Quizzes	Reading, Math	To assess students' ability to meet or exceed grade-level standards in ELA and math and to assess foundational skills and standards needed for upcoming units. (Summative)	2–8	Monthly
ELA and Math Interim Assessments	Reading, Math	To assess students' ability to meet or exceed grade-level standards in ELA and math, aligned to the state exam. (Summative)	3–8	2x per year
Formative Assessments	All Subjects	To assess student mastery of discrete skills, concepts, and standards within and following daily lessons, and to allow for responsive teaching and ongoing progress monitoring Examples include Do Nows, exit tickets, specific independent work problems, homework assignments, and teacher-generated quizzes. (Formative)	K-8	Daily
Modified Oral Proficiency Interview	Hebrew	To allow students to demonstrate their precise Hebrew proficiency level in oral fluency, grammar, and vocabulary based on the ACTFL guidelines. (Summative)	2, 5, 8	Annually (Spring)
STAMP (Standardized Measurement of Proficiency)	Hebrew	To assess progress in all four language skills (listening, reading, speaking, and writing) (Summative)	3-8	Annually
Hebrew End of Unit Assessments	Hebrew	To determine students' achievement and performance in all four language skills. To group students for instruction, plan efficient and effective instruction and to document student progress across a school year. (Summative)	K-8	End of Unit

NWEA-MAP

NWEA MAP was chosen because it is a nationally-normed and CCS-aligned assessment. Teachers and administrators can use the information from this interim assessment to inform instruction as well as measure the success of the school. NWEA MAP compares and predicts student achievement and growth over time via its normative and growth information, provides real-time valid and reliable data, and is a computer-adaptive assessment that adapts to each student's learning level. Results are available quickly and teachers will have access to the assessment data and essential information about what each student knows and is ready to learn within 24 hours of administration. Teachers then meet individually with students to set personal goals that are supported through lesson planning, flexible grouping, text choices, etc. This data, along with prior year student data, will be used to establish baseline starting points, analyze deficiencies, set goals, and facilitate conversations with students and parents about each child's academic goals.

Network Generated Assessments

Network-generated assessments exclusively drive our evaluation approach, as we intentionally eliminate teacher-generated assessments. This strategic decision ensures a consistent and standardized evaluation process across all classrooms. Summative assessments include monthly ELA and math quizzes, harmonized with pacing and current content, and network-generated interim assessments from the 3rd grade onward. These assessments share a philosophy of comparability and informing state test performance. The elimination of teacher-generated assessments is aimed at fostering uniformity and effectiveness in gauging student progress, allowing for data-driven instructional adjustments at the network level. Complementing these are formative assessments such as exit tickets and curriculum-based assessments, ensuring a comprehensive evaluation of student understanding. Day-to-day formative assessments are a critical component of the school's use of data to drive instruction. Formative assessments deliver information during the instructional process before the summative assessment. Please see sample assessments in Appendix I.

Oral Proficiency Interview (OPI)

The Oral Proficiency Interview (OPI) is a one-on-one interview designed to assess an individual's speaking proficiency in a specific language. Developed by the American Council on the Teaching of Foreign Languages (ACTFL), this assessment involves a conversation between the test-taker and a certified examiner, covering various topics to evaluate the person's ability to communicate effectively. The OPI provides a proficiency rating based on established proficiency levels, offering insights into the test-taker's spoken language skills.

Standards-Based Measurement of Proficiency (STAMP)

STAMP is a comprehensive language proficiency assessment that evaluates listening, reading, writing, and speaking skills in the target language. Developed by Avant Assessment, STAMP assessments are aligned with the ACTFL Proficiency Guidelines. Notably, STAMP is adaptive, adjusting the difficulty of questions based on the test-taker's responses. This adaptability allows for a more accurate measurement of proficiency across multiple language skills. STAMP is commonly used in educational settings to assess students' overall language proficiency.

Both the OPI and STAMP serve as valuable tools for evaluating language proficiency, with the OPI focusing specifically on spoken proficiency and STAMP providing a broader assessment that covers listening, reading, writing, and speaking skills.

Should OPCS implement additional assessments not yet identified on the above table, key considerations in selecting or creating these additions assessments will include:

1. **Purpose and Outcomes of the Assessment:** The outcome of the assessment is clearly and explicitly defined, such as in the number of instruments to be constructed, for which content areas, grade levels, and types of assessment items to be used.
2. **Reliability and Validity:** The development of the test and the use of test results will be purposeful from beginning to end. Care has been taken at each step to do quality work, including a meaningful review, and to document the processes used and the student work products produced.
3. **Rubric and Scoring Guide:** All items that require hand scoring are supported by an appropriate rubric and/or scoring guide. The rubric and/or scoring guide will be used when scoring the item.
4. **Assessing At-Risk Students:** The needs of SWD and MLs are carefully considered at the outset of the assessment. Issues such as which assessment accommodations to use, and the potential need to create alternative versions of the assessment with different means of assessing these students are considered.

These assessments will also be crafted to be sensitive to potential learning gaps, considering the challenges students may have faced during disruptions. We recognize the importance of both formative and summative assessments in providing ongoing feedback and comprehensive evaluations that contribute to understanding the specific areas where students may have experienced learning loss.

For items requiring hand scoring, appropriate rubrics and scoring guides are in place. These tools are consistently applied during the scoring process to ensure fairness and consistency in evaluating student performance. Trained Hebrew teachers, who have undergone MOPI training workshops, facilitate the OPI assessment, often practicing with a school-based Hebrew leader or a network Hebrew director.

In assessing at-risk students, special attention is given to the needs of SWD and MLs. The assessment process starts with a careful examination of potential accommodations, and there is acknowledgment of the potential need to create alternative versions of the assessment to effectively evaluate these students. This inclusive approach guarantees that the assessments meet the diverse needs of the student population, promoting fairness and accuracy in measuring proficiency.

Formative Assessment

Formative assessments are built into daily lesson plans in the form of Do Nows, Exit tickets, Circulation, specific independent work problems, homework assignments, and teacher-generated quizzes, as well as informal practices such as thumbs up/thumbs down and Turn Talks. During common planning time, teachers discuss how to integrate formative assessments into daily lessons and then how to pause and re-teach if students are not on track.

Formative assessment, or assessment *for* learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.⁵⁹

Formative assessment offers a number of distinct benefits:

- The timeliness of results enables teachers to adjust instruction quickly, while learning is in progress;
- The students who are assessed are the ones who benefit and improve their own learning.
- The students can use the results to adjust and improve their own learning.

Hebrew Public's central office sends a team (Directors of Instruction and Directors of Data) to the school to work with individual teachers to analyze data and coach, and to train leadership and teacher leaders. Formative assessment is also built into the weekly PD calendar (see Appendix N) and is built into our observation and coaching schedule with teachers.

b. Ensuring Student Participation. OPCS will expect all students to do rigorous, grade-level work. At the same time, OPCS will ensure all students, including those with special education needs and those who are not yet meeting grade level expectations, have the individualized support they need to succeed. OPCS will achieve this through intensive, consistent scaffolding and the flexible, hands-on, fluency-building opportunities built into its academic program.

⁵⁹Arter, J., Chappius, J., Chappius, S., & Stiggins, R. (2006). *Classroom Assessment for Student Learning, Doing it Right-Using it Well*. Educational Testing Services.

All students will be expected to participate in state-mandated testing and in other school assessments. Students with special educational or diverse learning needs, including students identified as MLs, will be provided accommodations or modifications as indicated in 504 plans or IEPs. Students may also be supported using strategies such as extended time, directions, dictionaries, or alternative settings. For students with significant cognitive disabilities, eligibility for participation in the Alternate Assessment System will be determined through the state's standard Eligibility Form. OPCS will meet all deadlines for form completion in order to ensure eligible students have access to the alternate assessments.

Heads of School and teachers will communicate with families and students multiple times per year on the importance of both interim and summative assessments, both for the student and the school. Communication will be done in multiple languages via presentation at Back to School Night, emails, newsletters, student conferences, and reminders. Families will also be given multiple opportunities to ask questions at conferences, presentations, and via email or coffee hours. As teachers use assessment to guide instruction and engage students in analysis and reflection routines (see below), students will understand the importance of assessments in making progress. HP does not allow families to “opt-out” of testing unless they qualify for a state exemption, and strives for nearly 100% participation.⁶⁰

c. Monitoring Student Progress. OPCS will implement a number of strategies to monitor student progress against both state standards and other school benchmarks. Please see the section above on Creating a Data Driven Culture in I.4.c as well as Section I.5.e. on Using Data to Implement Appropriate and Timely Student Interventions and Support.

1. Students take the NWEA MAP at the start of the year. This forms the basis for benchmark data. Teachers analyze this data, and set goals with students. Families are informed of these scores at conferences.
2. In common planning time, school and network staff will collaborate to review and analyze Tier 1 data from standardized, interim, and classroom assessments every two weeks.
3. Using this data, teams will collaboratively plan re-teaching, small group instruction, differentiated instruction and other interventions and support, including support for SWD, MLs, those struggling with social-emotional or behavioral issues, and other students performing above or below grade level and/or not meeting mastery of the standards.
4. Every six weeks, during common planning time, teachers meet to monitor progress and to revise plans.
5. Using the MTSS process, the data from interim, MAP and classroom assessments will help inform support and programming for students in Tier II and Tier III.
6. The Directors of Instruction will collaborate with the HOS, Student Services Coordinator, and teachers to ensure proper monitoring of progress.

All teachers gauge student understanding and adjust instruction based on frequent tracking through exit tickets for target lessons and through mid- and end-of-unit assessments. Students are assessed both through independent unit assessments (in the early years, these are done 1:1), and additionally, in culminating performance tasks often performed in stations.

School-based data teams will work under the direction of the HOS and the Academic Deans. The HP Director of Curriculum and Instruction will support compiling the data and analytics and providing them to OPCS personnel. OPCS senior leadership will be responsible for coaching teachers on the appropriate use of data to

⁶⁰ Connecticut State Department of Education. *About the Collection: English Language Proficiency (ELP) Assessment Participation Exceptions*. <https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/Test-Participation-Exceptions>

drive instructional next steps. As part of the management support from HP, OPCS will have access to and use a powerful student information management system, PowerSchool, or similar system, to house data, allowing faculty to view, analyze, and report on a real-time basis, and track over time the performance of individual students, classrooms of students, ESSA accountability groups, and all students in OPCS to tailor instruction to individual, disaggregated or aggregate student needs. It will allow leaders and teachers to track growth and mastery of content standards and make classroom or school-wide modifications as needed. School administration will use this data to determine teacher effectiveness, as well as gaps and weaknesses in the curriculum and instruction, and to drive necessary programmatic modifications.

OPCS will use PowerSchool to store and share student data, as well as Performance Matters, which allows Eureka to integrate its data into PowerSchool. We plan to use Tableau as our primary data visualization tool, and to use Clever to integrate between PowerSchool and third party applications. OPCS will issue parents and students the student's report cards produced from Power School, which will indicate mastery of CT State Standards goals and social emotional growth. Report cards are issued three times a year and will be distributed to parents at the end of each trimester at parent teacher conferences, which are held at the end of each trimester. Parents can also request progress reports during the marking period. During orientation, parents will learn about OPCS's reporting system so they can support their children. Weekly communication will be sent home with the child in the form of reports, results from assessments, and newsletters. PowerSchool also comes with a portal allowing a parent/guardian to follow their child's academic performance and progress in real-time. For parents without home access to the Internet, computers will be available for parent use on site. Importantly, OPCS will ensure that parents of SWD will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of general education students. Teachers (and the administration) are also easily accessible to families through email, phone calls, or in-person and video meetings. OPCS will work with the parent organization to hold training and group activities on assessment results and its implications. Teachers will meet individually with students and parents to review their student growth plans and provide progress updates based on assessment data. Teachers and other support staff will share strategies to help parents support their children's growth goals at home.

These data also determine which academic programs are retained, modified, or abandoned. Our data dashboard is presented to the Governing Council, as well as the Council's Education and Accountability Committee, and to the HP academics team for multi-layered assessment of student progress and outcomes. The Education and Accountability Committee of the Governing Council will review OPCS's data dashboard quarterly, and the data dashboard is available to the full Governing Council as well. This dashboard will include data relating to enrollment, attendance, student performance, and student culture disaggregated by race, gender, socioeconomic status, special education status, and ML status. The board will also review perceptual data from parent, teacher, and student surveys. These data are used annually to evaluate curriculum programs, teacher and school leader effectiveness, recruitment plans and processes, and school culture initiatives, as well as the CMO's compliance with the management agreement in its oversight role.

To ensure that all students are meeting state performance standards and performing at or above grade level, OPCS will have a comprehensive assessment and evaluation program in place to identify potential problems early in the child's academic career. OPCS's data-driven environment provides the foundation for instructional leaders and teachers to be able to ensure student work, resulting from high-quality instruction and the deliberate use of data to inform practices, indicates student preparation for success on state assessments. To ensure student work products resulting from instruction indicate student preparation for success on state assessments, it will be critical to implement an assessment system that will track the learning of CCS benchmarks, performance

indicators, and key ideas in the months and years leading up to the SBAC examinations. The careful analysis of assessment data by teachers and administrators, facilitated through progress monitoring, allows for continually assessing students' attainment of the standards throughout the course of the school year and assessment of student performance at the end of the school year. This means OPCS's teachers and administrators can continually measure the "effect" of the OPCS educational program on students and monitor student progress toward meeting performance expectations on state assessments.

d. Using Data to Improve Curriculum and Instruction. Working with data is a OPCS hallmark. All school-, grade-, and classroom-level data, aligned to goals and national benchmarking data, are discussed regularly at staff, school leadership, CMO, and board meetings. The Director of Data at the network provides organized, disaggregated data reports, and as detailed above, data is used to inform instruction and supports. Data analysis is aligned to the assessment schedule, but is also conducted during weekly common planning time for special populations and other students not yet meeting grade level expectations. For example, teachers analyze exit ticket and formative assessment data, and formal and informal observation data, weekly. Teachers also analyze unit assessments in weekly common planning time.

Hebrew Public partnered with Atlantic Research Partners (ARP) to establish a Data Fluency and Instructional Coaching program in its schools and will be using this program at OPCS. After students take the MAP in the fall and winter, the school team facilitates a deep dive into the data to understand what it means about their students' academic needs and how it should inform their subsequent instruction, grouping, and differentiation. Teachers collaborate to create MTSS plans during these deep dives. They are also trained at this time to look closely at subgroup performance to narrow and eliminate opportunity gaps. They determine students' proficiency groups for use in small-group instruction rotations and to design instruction to meet the needs of each proficiency group, determine interventions for MLs and students with special education needs, plan whole-class instructional shifts, plan for intervention and enrichment, and design a continuum of services and placements for SWD based on data, their current IEP goals, and least restrictive environment.

We also review ML and special education data annually (enrollment and performance) to determine growth and any needed adjustments to staffing, programs, curriculum, instruction, and PD. Teachers can also look at data to adjust Tier I instruction for MLs. Please see Appendix N for a Sample PD Calendar and also Section I.4.c for Data-Driven Culture.

Our frequent assessments enable the development and adaptation of individual student plans, another effective strategy for improving literacy outcomes.⁶¹ OPCS uses a standard protocol to determine needs and provide targeted intervention to both at-risk and accelerated learners. The steps in this protocol are: (1) Diagnose, (2) Instruct, (3) Target, (4) Monitor, and (5) Follow up with additional intervention as needed. Teachers use common planning time to analyze data, disaggregated by subgroups, and then plan re-teaching, interventions, and supports. Please see sections on Monitoring Progress I.5.c and Appendix F for the data analysis protocol (in the common planning time agendas). Throughout the year, teachers will use data from assessments during individual planning time, common planning time, and their scheduled meetings with Academic Deans, who are supported by the Head of School and Hebrew Public Directors of Curriculum and Instruction. At these meetings, Deans will support and guide teachers in individual- and class- level data analysis to adjust lesson plans as needed. (Please see the Data-Driven Culture section I.4.c). Faculty and administrators will use the data to formulate student goals and modified instructional plans. Faculty will use the diagnostic assessment data and year-to-year NWEA MAP and SBAC assessment data to set and measure individual student growth goals.

⁶¹ Armbruster, B. B., & Osborn, J. (2002). *Reading instruction and assessment: Understanding the IRA standards*. Allyn & Bacon.

Progress Monitoring occurs every 6-8 weeks and facilitates and supports the consistent use of data by teachers and instructional leaders. All grade-level teachers will work from the curriculum ensuring that their lessons and assessments are aligned with the curriculum and CCS.

In addition to academic data, the Director of Data will also compile reports on social-emotional data such as attendance, behavior referrals, and surveys.

OPCS will minimize testing in several ways. First, testing is standardized across and between grade levels, and overseen by the Directors of Instruction and the HOSs. This team also identifies any duplication between assessments and will minimize those by deciding to give one test over another. OPCS will also educate students and families about the purpose of assessments and results in order to meet mastery of the standards.

As detailed in the curriculum section above, teachers work with HOSs and Directors of Instruction to complete intellectual preparation, unpack standards, ensure alignment to standards, and deeply understand scopes and sequence (aligned to standards), unit plans and lesson plans. HP also hires outside consultants to ensure that their materials are aligned to standards. Assessment is also part of this work, as is the data-driven instruction protocol.

e. Using Data to Implement Appropriate and Timely Student Interventions and Support. OPCS is committed to data-driven instruction. OPCS will use academic, behavioral, and attendance monitoring to ensure we are monitoring and supporting all students. Teachers will continually use data, both formal and informal, and both academic and social-emotional (attendance, discipline referrals) as well as student work, to inform their instruction. Teachers will use data to inform individual conferencing and goal setting with students as well as in the groupings of students for guided instruction. Through PD, use of appropriate technologies, and ongoing analysis of and communication about student assessment data, OPCS will systematically and effectively identify the needs of individual students, and especially of at-risk students, and tailor instruction to address them.

At OPCS, students not yet meeting grade level standards are defined as those who meet the following criteria:

- Academic Performance: Students whose skills and knowledge in core subjects do not yet align with the expectations for their grade level.
- Attendance: Students who have inconsistent attendance or chronic absenteeism.
- Behavioral Standards: Students who may struggle with behavioral expectations, requiring additional support to meet the social-emotional and conduct norms of the school environment.

To support students who are not performing at grade level or meeting mastery, OPCS will use an MTSS process (see Section I.4.e). When a student is identified as needing additional supports, an MTSS team will be created (or referred), and Tier II and Tier III interventions may be implemented to ensure the student is making progress.

Students will be identified as not yet meeting grade level expectations based on academic and behavior benchmarks established by the instructional leadership of the school. Academically, benchmarks may be based on a student's baseline performance on beginning of year NWEA MAP Reading and Math assessments, the student's most recent state assessment data, teacher classroom assessment data, or classroom observations. From an attendance perspective, benchmarks will identify a set number of unexcused absences within an established period of time. Behaviorally, benchmarks will be based on a minimum number of behavior referrals

involving a certain infraction level. Notwithstanding the objective benchmarks that are established, students may also be identified as students not yet meeting grade level expectations based on the teacher's documented observations of student work, classroom performance, and/or classroom behavior, even if they have not risen to the benchmark level.

A teacher of a student who is deemed to be a student not yet meeting grade level expectations may refer that student to the MTSS team. The team meets regularly (every other week or monthly) and provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The OPCS MTSS team is student-centered and focuses on providing high-quality, evidence-based accommodations, instruction, services, and interventions that will enable the student to be successful in school. Classroom teachers provide records of observation, assessment data, intervention data, and other information for review. This allows the team to review data, adjust interventions, and discuss individual student progress regularly. The team may also meet as needed to address urgent concerns regarding particular students who require immediate intervention.

To understand what accommodations might be required, or if a student needs Tier 2 or Tier 3 supports, OPCS will engage in regular assessment cycles, with an emphasis on the MAP assessment.⁶² As a nationally-normed assessment measuring proficiency and growth in math and reading, staff can use the data from MAP, collected in both the fall and winter, to determine whether additional diagnostic assessment is required, whether to provide additional Tier 2 or Tier 3 interventions, and whether the student is showing progress over time. Additional assessments will also be used in weekly common planning time to determine whether interventions are successful. These assessments include unit tests, exit tickets, formative assessments, and formal and informal observations.

II. STRENGTH OF ORGANIZATIONAL EFFORT

1. EXPERIENCE AND EXPERTISE OF FOUNDERS

a. Governing Council Membership. The OPCS founding group consists of dynamic educational professionals who collectively possess extensive experience in instructional leadership, organizational development, community engagement, strategic planning, and financial management. The senior leadership team of Hebrew Public, which has developed and designed this application, operates under the mutual belief that all children both deserve to attend an excellent public school and are capable of mastering rigorous academic content when held to high expectations and provided with appropriate support. These individuals have successfully opened and operated high-quality public schools of choice in numerous communities, and they have both the vision and the capacity to develop, design, and deliver an excellent school for the Stamford community.

Jon Rosenberg, President and Chief Executive Officer

Jon is an experienced social sector leader, education program developer, and civil rights lawyer. He has served as CEO of Repair the World, as executive director of Roads to Success, and in senior staff roles at Edison Schools Inc., The Children's Aid Society, and the U.S. Department of Education's Office for Civil Rights. Jon began his legal career as a public defender at The Legal Aid Society. He has been an active volunteer in the Montclair School District, where he and his family live, and has served on the boards of Ascend Learning, the Center for Learner Equity, and the National Coalition of Diverse Charter Schools. He is a past-chair of the New

⁶² Wang, S., McCall, M., Jiao, H., & Harris, G. (2013). Construct validity and measurement invariance of computerized adaptive testing: Application to Measures of Academic Progress (MAP) using confirmatory factor analysis. *Journal of Educational and Developmental Psychology*, 3(1), 88.

York City Bar Association’s Committee on Education and the Law. A graduate of Columbia Law School, he holds a bachelor’s degree from the University of Pennsylvania.

Emily Fernandez, Chief Schools Officer

Emily is an inspirational and strategic leader and an expert in instructional coaching, school leadership, student and staff culture, and evaluation. She has a deep knowledge of how to ensure growth while also creating warm and supportive school environments for children, staff, and parents. Prior to her role at Hebrew Public, Emily served as Founder and Principal at Brownsville Ascend Middle School. In addition to her work at Ascend, Emily has held roles at KIPP NYC and Teach For America in Miami-Dade, Florida.

Elyse Castellano, Chief Financial/Operating Officer

Prior to Hebrew Public, Elyse was the business operations manager at Success Academy Charter Schools. She opened three of the organization’s middle schools. As a school leader, she oversaw all daily operations, which included budget oversight, parent communication, supply procurement, and team management. Before joining Success Academy Charter Schools, Elyse earned an MBA in strategic marketing and finance from the University of Connecticut in 2012. Prior to business school, Elyse worked in various entrepreneurial and non-profit settings. In her role at Hebrew Public, Elyse advises and supports network schools in the operational and financial aspects of opening and running a school.

Valerie Khaytina, Chief External Officer

Valerie is an experienced leader in fundraising, marketing, strategic partnerships, and Israel experiences. Prior to joining Hebrew Public, she worked at an international educational organization, World ORT, and the Jewish Federations of North America. She holds bachelor and graduate degrees from the City University of New York and a master’s degree in World Language acquisition from Middlebury College.

Jennice Hyde, Chief Talent Officer

Jennice was born and raised in San Antonio, Texas. She attended Stephen F. Austin State University where she earned a degree in Health Science and Kinesiology. In 2008, she began her career in education at Harmony Public Schools in Houston, Texas. Over the next ten years Jennice served as a teacher, Dean of Students, Elementary Principal, and High School Campus Director. Jennice’s interest in school leadership led her to pursue a master’s degree in Educational Administration and a master’s degree in Counseling.

Resumes detailing the background, relevant experience, knowledge and expertise, and qualifications of each founding member are included as Appendix C.

The founding group has developed a detailed vision for OPCS based on its experience opening and operating schools in New York and Philadelphia, and it will transform that vision into a successful school launch by drawing on the best practices it has honed while growing an innovative and successful network. The founding group will provide support services to OPCS both during the pre-opening period and once the school is operational, and will work in concert with local leadership to ensure our model translates seamlessly into Connecticut.

We do not anticipate that any members of the founding team will intend to serve on the governing council. At the time of the application, we do not anticipate any members of the founding team will be based permanently in Stamford or will move to another role in the CMO. However, due to the relative proximity of Stamford to the

home office in New York City, we do anticipate that our staff will regularly be able to travel to Stamford to provide support and professional development.

b. Partnerships. Hebrew Public has received critical support from the **Connecticut Charter Schools Association (CTCSA)**, and is a recent recipient of a Charter Schools Program State Entities Grant from the US Department of Education. They have provided critical support in connection with Hebrew Public’s efforts to tailor its successful model to the Connecticut landscape. We envision continuing to work with CTCSA as part of its statewide community of practice, leveraging its standing within the sector to access trainings, resources, and expertise.

The Peter and Carmen Lucia Buck Foundation (PCLB) and the Steinhardt Foundation have also provided us with support to explore opening in Connecticut. We also plan to apply for Mindtrust’s leadership cohort for new charter schools in Connecticut, an organization that supports charter school growth that collaborates with Latinos for Education Advocacy (LEAD), a Connecticut based non-profit. Please see Appendix U and M (financial) for letters of support.

c. Evidence of Partnerships. Hebrew Public (HP) is a unique CMO that combines several research-based elements in its program design, including teaching Modern Hebrew; racial and economic diversity; a rigorous academic program; and a focus on social-emotional learning. HP currently manages four schools in two states and has a lengthy track record of driving learning outcomes for students demographically similar to those likely to attend OPCS.

2024–25 Network Profile (Directly Managed Schools)

School	Location	Year Launched	Current Grade Span	Enrollment
Hebrew Language Academy Charter School (HLA)	Brooklyn, NY	2009	K–8	623
Hebrew Language Academy Charter School 2 (HLA2)	Brooklyn, NY	2017	K–5	358
Philadelphia Hebrew Public Charter School (PHP)	Philadelphia, PA	2019	K–6	575
Staten Island Hebrew Public Charter School (SIHP)	Staten Island, NY	2022	K–3	198

Hebrew Public will provide a suite of services designed to enable the OPCS team to focus primarily on instruction and culture. Academic supports include curricular materials, internal assessments, student data analysis, and high-quality professional development, while operational supports encompass finance, facilities, fund development, community engagement, recruitment, human resources, and compliance. Centralizing these services at the CMO level ensures OPCS not only benefits from efficiencies and economies of scale, but also from the transmission of best practices honed at other network schools. Please see the organizational chart below for the specific roles and see Section II.1.c and Section II.2.g on the organizations record of student achievement and ability to operate a high quality school. See Appendix T for a sample Management Agreement.

2. SCHOOL GOVERNANCE AND MANAGEMENT

a. Governing Council Structure. The OPCS Governing Council will act on behalf of OPCS's stakeholders including students, parents, staff, the authorizer, and community members. As a governing philosophy, the Council's principal responsibilities are the fulfillment of the school's mission and legal accountability for OPCS's operations.

The Governing Council will consist of between 5 and 15 members and will include the following Officer positions: Chair, Vice Chair, Secretary, and Treasurer. Full position descriptions are outlined in the sample Bylaws attached as Appendix R.⁶³ Council members will be appointed to staggered three-year terms. All members will be voting members (we do not anticipate any non-voting members). The Council will convene on a monthly basis with the June meeting serving as the Annual Meeting at which time Council members and officers will be elected and/or re-appointed via majority vote of then-sitting members. More details about the board can be found in the sample Bylaws in Appendix R.

Much of the work of the Governing Council will be conducted at the committee level, and Hebrew Public will support the work of each committee. The standing committees of the Council will include:

The Finance and Audit Committee, chaired by the Treasurer, coordinates the Council's financial oversight responsibilities. This Committee is responsible for partnering with Hebrew Public and the Head of School to develop annual budgets. After the budget is developed, it is presented to the Council for review and vote. Additional responsibilities include oversight of the school's auditing, facilities, and financial management initiatives.

The Education and Accountability Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution, and supports the HOS in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of this Committee include: (a) review of student performance data; (b) monitoring of teacher recruitment and retention data; and (c) annually reviewing proposed school calendar and PD plan.

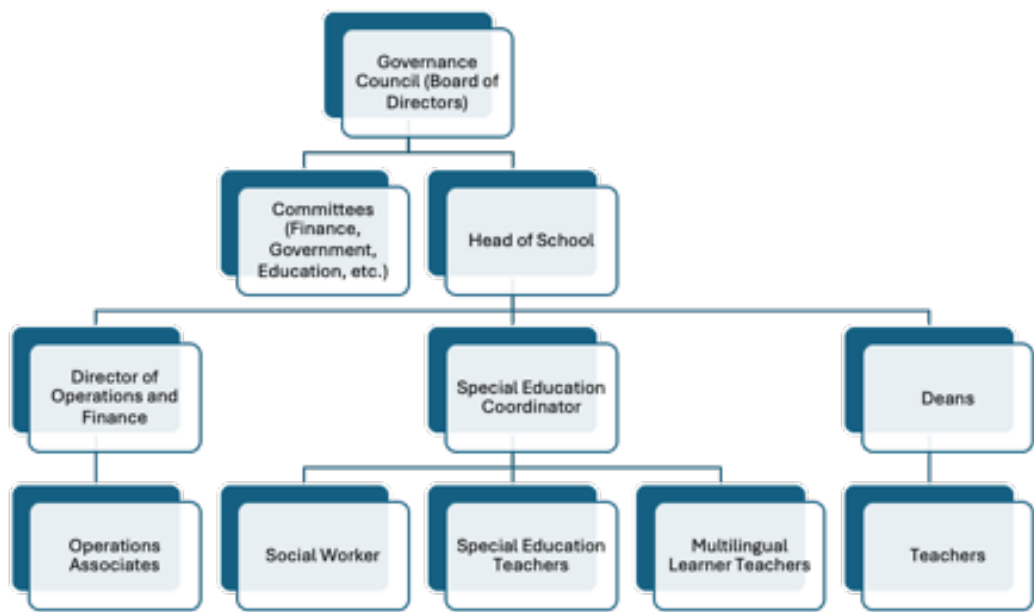
The Governance and Nominating Committee will ensure that Council continues to build its capacities to serve the school and that there will be a pipeline of qualified individuals to serve on the Council. This committee, supported closely by HP, will engage in prospecting, contacting, and recruiting new individuals to serve on the Council and orienting, supporting, providing ongoing training, and evaluating OPCS Governing Council members. This committee will nominate new individuals for Council membership and nominate members for officer positions. With the support of HP, this Committee will also plan a formal program of Governing Council training and development for all members in accordance with the requirements of Conn. Gen. Stat. § 10-660o. In addition to new Governing Council member orientation, the Committee will be responsible for planning an annual and ongoing Governing Council education and training program for all Trustees, including preparing Trustees to take officer positions. PD service providers will be identified and contracted by HP to support OPCS's Governing Council training needs.

⁶³ The bylaws attached as Appendix R serve as the internal operating procedures for the board of a Hebrew Public school in New York. The OPCS Governing Council will formally adopt bylaws that are substantively similar to these but which comport with Connecticut's policy framework.

The Development & Outreach Committee will be responsible for spearheading fundraising and communications activities on behalf of the Council to ensure OPCS has the resources necessary to meet its goals and communicates its story effectively with key stakeholders.

Committee meetings may take place in person or virtually. Per the Bylaws, the Council may establish *ad hoc* committees as needed. Council meetings will be presided over by the Chair. The Secretary shall record the minutes, which shall be voted upon at the next meeting where a quorum is present. Parents, staff, and community members will be afforded the right to speak at any Governing Council meeting, but must sign up to speak at the beginning of that meeting. The meetings of the Council and its committees will be posted and conducted in a manner consistent with the Connecticut Freedom of Information Act, along with Connecticut General Statutes Section 10-66kk.

Organizational Chart



b. Initial Selection of Officers and Members. Council members will be recruited from members of the community whose experience and expertise align with needs of the board and the school. OPCS cast a wide net in recruitment, and met with various community members, including elected officials, school board members, religious leaders, and others. Our goal was to create a school board that is also diverse-by-design and represents the Stamford community in all aspects: ethnically, racially, linguistically, religiously, and in terms of gender, neighborhoods, and areas of expertise. Council members will serve three year terms.

The OPCS Governing Council will coalesce around a shared commitment to the school’s students and families. The Governing Council will extend invitations to include parent representatives (once the school is approved), and we will reach out to Stamford Public Schools leadership in order to extend an invitation to join the Governing Council to a representative from the LEA. The individuals whose biographies are summarized below have agreed to serve as founding members. We have compiled a board with a wide variety of expertise and with deep ties to the community. Please see individual board resumes in Appendix S.

Fritz Cheri

Fritz Cheri, a Stamford, CT native, played a pivotal role in the transformative \$3.5 billion redevelopment project in the city's south end, famously known as Harbor Point. With a robust background in commercial real estate across Fairfield and Westchester counties, Fritz serves as the CEO and founder of the Grace Daycare franchise and previously served as a member of the Board of Education.

Hugh Murphy

With over 40 years of experience in public education finance, Hugh Murphy's career spans various roles, including Executive Director of Finance at Stamford Public Schools, Director of Business Services at Torrington Board of Education, and Business Manager at Regional School District No. 6. His extensive experience encompasses budget maximization, accounting, grant management, and cost reduction strategies.

Gila Ogle

Gila Ogle is an innovative educational leader, currently serving as the Head of School at the Silver Academy in Harrisburg, PA. She has had an extensive career in education, in charter, public, and private schools. She founded the social studies program at the SEED School of Miami and she was part of the founding team of Amber Charter Network's first middle school. Gila lives in Stamford and has strong familial and community ties there. She is excited about the opportunity to expand educational opportunities in her local community.

Akash Sadu

Akash Sadu is a seasoned Delivery and Portfolio leader with 25 years of experience in designing and implementing solutions across regulatory compliance, credit risk, and trade surveillance technologies. Currently, he serves as Director of IT at UBS, overseeing trade surveillance applications for global market conduct alerts. Akash also volunteers as a Technology Facilitator for Strawberry Hill PTO.

Board Member Expertise Matrix

Board Member	Finance	Governance	Curriculum & Instruction	Operations	Stamford Community	Facilities
Cheri		X			X	X
Murphy	X				X	
Ogle		X	X		X	
Sadu		X		X	X	

c. Selection, Recruitment, and Removal of Officers and Members. On a routine and ongoing basis, the Governing Council will assess its composition and will consider areas in which adding members would bolster the body's ability to conduct effective oversight. Prospective candidates will be considered based on (a) their belief in Hebrew Public's mission and alignment with the school's approach to promoting global citizenship in a diverse-by-design setting; (b) their ability to contribute to the Governing Council's diversity of skill sets, backgrounds, and life experiences; (c) their availability to attend meetings, participate on committees, be present at school events, and complete required and supplemental trainings; (d) their knowledge of and connections to the community, and (e) their character and integrity. Upon selection, council members will sign

an agreement asking them to fulfill roles and responsibilities, including fiduciary responsibilities and oversight, and to follow expectations including attending training.

Educator and parent voice is critical to OPCS's mission and vision for the school. Accordingly, the OPCS Governing Council will reserve a minimum of one seat for a parent/guardian of a current student in the school. The parent representatives on the Governing Council will be vetted through the Governance and Nominating Committee's standard process and will be appointed pursuant to the procedures outlined in the school's Bylaws. As OPCS is a school of choice for all stakeholders, we acknowledge the possibility that either the parent or the teacher chooses to seek other opportunities for their children or themselves prior to the natural expiration of their appointed term on the Governing Council. Should that be the case, the Governance and Nominating Committee will recruit replacement candidates in order to ensure representation by active affiliates of the OPCS community. Similarly, the Governing Council—in partnership with HP senior leadership and the school's Head of School—will reach out to SPS leadership and extend an invitation to join the Governing Council to a representative from the LEA (either the Board President, the superintendent, or a designee).

Appointing Subsequent Officers: Officers will be selected via majority vote at an annual or regular meeting. Neither the Secretary nor the Treasurer can serve as chair. Officers can be removed with or without cause at any time.

Recruitment: Existing board members will be responsible for recruiting new board members from the school and Stamford community, including parents of students. They will also seek to recruit members who are aligned to the mission of the school and have expertise necessary for committees and governance such as finance, development and outreach, and education. Prospective board members cannot be an employee of the school and must be over 18 years of age.

Selection: At each Annual Meeting of the Board, the Directors then in office shall elect Directors to the Board by the affirmative vote of a majority of all Directors then in office. The Chair of the Board, in consultation with the Governance Committee shall prepare a slate for election at the Annual Meeting that shall be distributed to each Director by the Secretary or secretary- designate in person or by means of electronic equipment including email or facsimile at least ten (10) days prior to the Annual Meeting. Any two (2) Directors may make additional nominations by submitting such nomination(s) in writing to the Secretary or designate at least five (5) days prior to the Annual Meeting. The Secretary or designate shall promptly give written or oral notice of any such additional nominations to each Director and shall give notice in any event at least five (5) days prior to the annual meeting. When the number of Directors of the Board is below 12, new Directors can be added to the Board at any time during the year. When the Governance Committee identifies or has been made aware of a possible candidate to the Board, the possible candidates will meet with two committee members who will review the background and expertise and the board shall discuss the merits of the possible candidate, and decide whether a vote is appropriate.

Removal: In line with the Bylaws, governing council members can be removed for cause upon vote by two thirds vote of the members, if ten days notice is given for the removal.

Annually, council members will conduct evaluations of each member as well as self-evaluations, which includes topics such as: commitment to the mission, financial accountability, oversight, work on committees, fundraising, relationships with staff, community members, and families, compliance with Connecticut law, confidentiality, and professionalism. Council members will be expected to comply with the Code of Ethics and Conflict of Interest policy as well, and submit to such records checks required by Connecticut General Statutes Section 10-66rr.

Please see Appendix S for samples of council (board) evaluations and self-evaluations and for the ByLaws.

d. Governing Council Oversight and Responsibilities. The Governing Council will be OPCS's oversight and policy-making body. The Council may delegate certain responsibilities, functions, and duties to its CMO, Hebrew Public, OPCS's HOS, or other staff directly related to the school's daily operation, under the following conditions: (1) that the school staff and HP will operate with oversight from the Governing Council; (2) that the Governing Council will remain ultimately responsible and accountable for the actions of any person to whom or entity to which responsibility has been delegated, and for any and all obligations, programs and policies of the school, and (3) nothing in the agreement between OPCS and its CMO will have the effect of reducing the Governing Council's responsibility for the operations of the school, or that will hinder the Governing Council in exercising effective supervision of the school. Governing Council responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing OPCS's compliance with relevant laws and regulations and charter, hiring and firing the CMO, and raising funds to support the growth of OPCS. The Governing Council will receive support from HP in undertaking its responsibilities as part of its management agreement with HP.

Specifically, the Governing Council's responsibilities include:

- Ensuring that OPCS implements its programs in a manner consistent with the mission, goals, terms, and conditions of its charter, including all applicable state and federal laws and regulations;
- Operating at all times in compliance with OPCS's Code of Ethics and overseeing the implementation of all policies governing the operation of the school;
- Overseeing implementation of the educational program to ensure the school operates in an educationally sound manner including approving and ensuring that OPCS progresses toward and fulfills its goals and objectives set forth in the charter, including both academic and non-academic goals (school culture, operations, finances);
- Conducting the annual evaluation of HP as a CMO as well as hiring and firing the CMO;
- Hiring the Head of School and, in conjunction with HP, evaluating his or her performance annually;
- Ensuring access to suitable facilities that enable the school to execute its educational model;
- Supporting efforts to facilitate robust two-way communication with families; representatives from civic, community-based, and faith-based institutions; and other key constituencies;
- Overseeing the evaluation of the staff by the Head of School or his or her designee;
- Approving OPCS's annual budget, reviewing regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Providing support to OPCS as necessary with fundraising, marketing and other services; and
- Hearing and making determinations regarding complaints submitted to the Council in a timely manner pursuant to OPCS's complaints process.

The Governing Council will use data to help ensure the quality of its decision-making. Student assessment and achievement data will be collected, managed, and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The Governing Council will require HP and OPCS's management to prepare reports and/or make presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information, and relevant personnel-related data.

Governing Council meeting calendars, agendas (including links for video conference participation), and minutes will be publicly posted on the OPCS website. The Council will also use tools such as Board on Track to organize and document minutes and other information.

e. Delegating to School Administrators. The Governing Council will appoint a Head of School (HOS) who receives support both from the Council and from Hebrew Public as its CMO. The Council has made the determination to delegate the performance of certain whole school management functions (including financial, business, operational, and administrative functions) of the school to HP. HP will be held accountable for performing the services, responsibilities, and duties set forth in the draft Management Agreement/Term Sheet attached as Appendix T.⁶⁴ The Management Agreement clearly delineates HP's duties and responsibilities and, where appropriate, the time frame during which the services must be performed. The Council will expect leaders from HP to attend the Council's board meetings and provide verbal and, when appropriate, written reports on the status of the services being provided to the school by HP. HP will also report to the Council on network performance as a whole and OPCS's performance as compared to other schools in the HP network.

In addition, on an annual basis, the Council will evaluate HP's performance during the previous year, identifying strengths and opportunities for improvement relative to HP's services. OPCS expects that HP will meet and exceed all requirements set forth in the Management Agreement including, but not limited to, meeting all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. The evaluation tool that the OPCS Governing Council will utilize to evaluate the performance of HP as a CMO will align with the broad categories of support services enumerated in the management agreement. Among those services likely to be included in the rubric are Education & Instruction-Related Services; Business Operations; Human Resources & Employment-Related Supports; Budgeting & Financial Services; Student Recruitment; Governance & Leadership; Marketing & Communications; Fundraising; and Research & Evaluation.

The Council will rate HP within each category on a four-point Likert Scale (1 = Failed to Meet; 2 = Partially Met; 3 = Met; 4 = Exceeded) and will provide a rationale for each rating. In the event that HP fails to meet the Council's expectations or has otherwise failed to perform satisfactorily, the Council will inform HP of any such deficiencies, expecting that HP will take clear and decisive actions to address them. The sample Management Agreement in Appendix T provides detailed provisions on termination and the causes by which the school or Governing Council may terminate its relationship with HP, which includes a right to terminate the agreement if HP materially breaches any of its material terms and conditions. In addition to collaborating with the HOS and Hebrew Public, the Council will work closely with key members of the administration who will participate in Council and committee meetings and present relevant information to inform the Council's decision-making.

Each Council committee will receive staff support from an appropriate member of the administration (e.g. the HOS will support the Education and Accountability Committee). Furthermore, Council meetings will be posted, advertised, and open to the public, in accordance with the Connecticut Freedom of Information Act, and will actively encourage parent, teacher, and community member attendance. While Council members will remain in strictly governance roles, members will be encouraged to serve as resources to students and staff and engage in the vibrant culture of the school by attending performances, joining field trips, and mentoring students (while understanding that 1) the school administration is responsible for the day-to-day functioning of the school, and 2) Council members must refrain from self interested actions.

⁶⁴ Upon obtaining a charter to operate a state charter school in Connecticut, the OPCS Governing Council will enter into a Management Agreement with Hebrew Public. We anticipate that the terms of that Agreement, which will be negotiated by the parties at arm's length with each represented by independent counsel, will be substantively similar to those embodied in the draft contract attached as Appendix T.

f. Hiring and Evaluating School Administrators. The HOS will serve as the CEO and is responsible for management of the school’s academic programs, as well as fiscal and business operations. The HOS, with support from the Hebrew Public educational and operational staff, will be responsible for implementing the educational, operational, and fiscal programs in accordance with Governing council policies and OPCS’s charter. The HOS will supervise all instructional school program and administrative staff including general education teachers, special education teachers, teaching assistants, EL/interventionist teachers, Hebrew teachers, specials teacher, and the Social Worker. The Director of Operations manages all non-instructional staff. Please refer to the organizational chart above and the specific roles and responsibilities of the Council.

The recruitment, selection, and evaluation process for the HOS will be similar to the one used at the school and the larger CMO for the Head of School and other leadership positions, as it ensures a transparent process, a diverse candidate pool, and unbiased selection. Please see Section II.2.f below for the Hiring Process.

The Council will create a rubric, based on the job description below, for the HOS. Specifically, the Council will focus on:

- Alignment to mission: passion for educational excellence, equity, diversity, and global citizenship.
- Robust leadership and management skills
- Strong emotional intelligence, empathy, and interpersonal skills
- Communicating across cultural differences and deep cultural responsiveness and understanding
- Data analysis
- Effective collaboration
- Active board engagement
- Accountability

A full job description for the HOS is included below in Section III.2.f below and in Appendix L.

The Council will also implement a comprehensive recruitment strategy, including engaging a diversity-focused search firm, and ensuring an unbiased process. They will also cast a “wide net” for outreach and recruitment, using diverse channels such as educational networks, community organizations, and online platforms to advertise. The application will be transparent, with clear information on qualifications and expectations, and will be accessible and user friendly.

The Council Selection/Search committee will be formed and will represent diverse perspectives and backgrounds and may include potential family members and community members, as well as senior HP staff, in addition to Council members. The Council will provide training on hiring to ensure a fair and unbiased process.

Detailed processes for recruitment, selection, and evaluation of the school leader are below in Section II.2.f and II.3.b.

Evaluation

The Council will evaluate the HOS annually. The annual evaluation of the HOS will use key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys, and other criteria that measure the overall health of the school. Hebrew Public uses the Instructional Leader Evaluation & Development Framework, attached as Appendix N, for all instructional leaders including Heads of School. Our approach to educator evaluation is consistent with the core requirements of the

Connecticut (CT) Model Evaluation and Support Plan (as may be revised from time to time). In addition, while HP will seek a waiver (to the extent necessary) in accordance with Conn. Gen. Stat. §10-151b(b)(2) and (d)(2) and Conn. Gen. Stat. §§10-66bb(d), it is respectfully submitted that the HP evaluation rubric aligns with the CT model plan. Please see Appendix N for the HP evaluation rubric.

The evaluation procedures for staff in management positions, specifically for the Head of School (HOS), involve a comprehensive 360 Feedback Evaluation process. The purpose of this evaluation is multifaceted, aiming to gain a holistic perspective on leadership performance by soliciting feedback from various stakeholders, including staff, network leaders, and external contributors. The evaluation process consists of a cycle of (1) assessment, (2) feedback, and (3) action. The process involves the collection of anonymous input through structured questionnaires, ensuring diverse feedback sources. Facilitated feedback sessions play a crucial role in fostering open communication and understanding. Following this, the collected data undergoes collation and analysis. The HOS and the Governing Council will create concrete leadership goals for the HOS to prioritize in their practice over the coming year. The CEO of HP or the Chief of Schools will provide coaching on these goals on a regular basis, working with the HOS to step back and adjust course intermittently as needed.

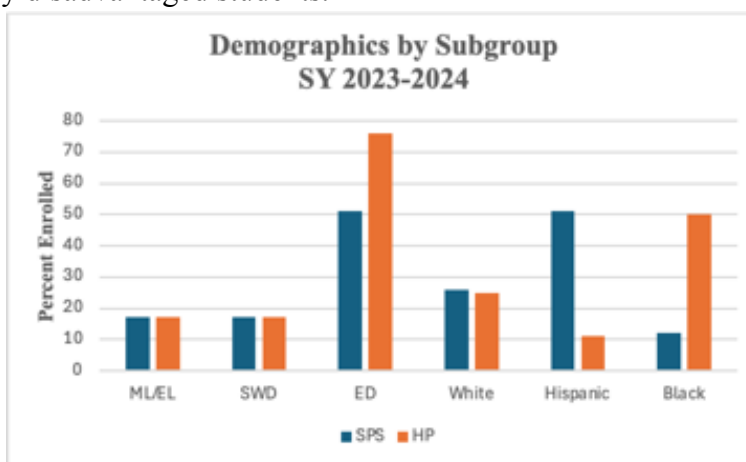
g. Plan for Partnership with Organizations.

Evidence of the Charter Management’s Organization to Serve Similar Student Populations, Create Strong Academic Outcomes, and Successfully Manage Non-Academics

Hebrew Public's network team of 25 staff has demonstrated success in growing, managing, and launching schools. We have a track record of strong results serving student populations similar to Stamford, and have successfully managed the non-academic outcomes. HP’s network team works closely with schools providing the resources, coaching, and systems necessary to launch and grow successful schools.

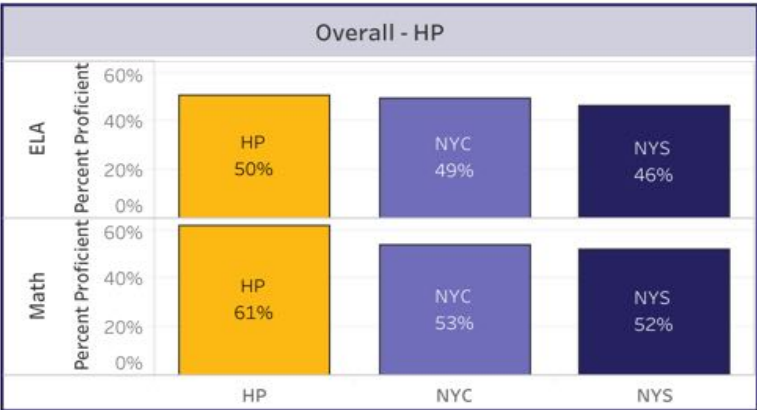
Serve Similar Populations

As shown in the graph below, Hebrew Public serves similar populations to Stamford, with an even higher percentage of economically disadvantaged students.

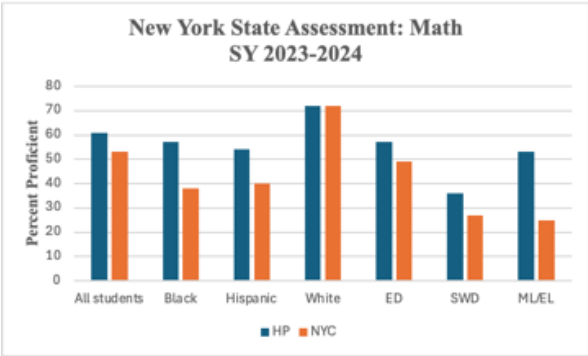
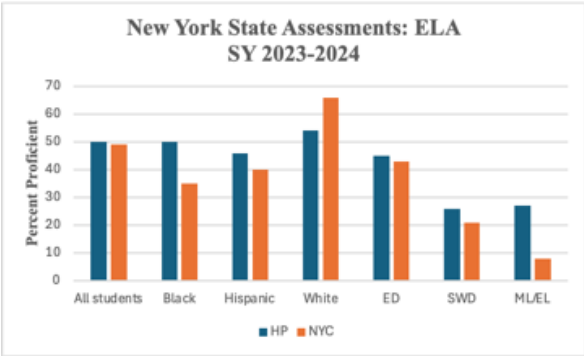


Create Strong Academic Outcomes

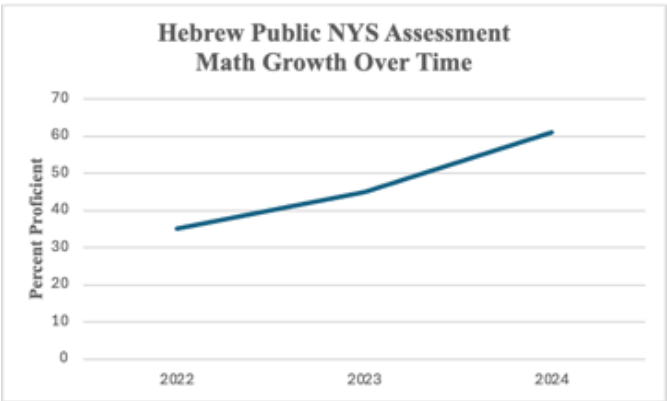
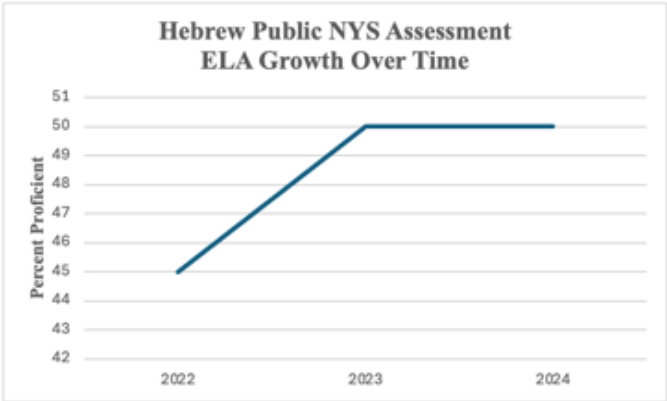
As a network, students at HP’s New York Schools outperformed their peers in both New York State and New York City. See the graph below for more details.



More importantly, HP has successfully reduced the opportunity gap between students of color, ED students, ML students and SWD.



Finally, HP has shown continuous growth in Math over the last three years, and ELA has shown sustained progress.



Financial and Operational Outcomes

HP has demonstrated the ability to secure the financial resources needed for its schools to succeed. Based on the high-quality of our schools and our ability to grow without sacrificing school quality, HP secured a competitive \$4.91 million grant through the U.S. Department of Education’s Charter Schools Program (CSP) to expand our successful model. Additionally, over the past several years, HP has also secured the following grants on behalf of its schools: over \$1 million in technology grants from NYC government, \$325,000 in school startup grants from Elevate 215 in Philadelphia, \$100,000 in school literacy coaching grants, a \$75,000 security infrastructure

grant, and \$70,000 in NYC Council member grants. Most recently, the Philadelphia school secured a three-year \$1.5 million grant to expand from a K-5 to a K-8 program. Additionally, the Philadelphia school was also awarded a 5-year \$2.5 million through the 21st Century Program to build out our afterschool and summer programming. At the network level, HP brings in between \$2M - \$3M annually in mostly unrestricted funds to support its work. Hebrew Public is also a recipient of a three-year, \$4.32 million dollar federal Teacher and School Leader Incentive Program grant. We remain committed to investing in Hebrew Public teachers in order to ensure high-quality instruction, retain our teachers, and develop and support them.

Audits for network schools in 2022-2023 included no major findings and no deficiencies in internal controls. It is expected this will be the case with its 2023-24 audits. The finding of no deficiencies in internal controls reflects strong financial practices that are codified in HP's Financial Policies and Procedures (FPP) Manual, in Appendix J. Finally, ratings on the NYCDOE Performance Framework for finance show that all three of our NY schools meet benchmarks indicating the school is in a strong financial position and financially viable.

Successfully Manage Non-Academics

HP has been supporting schools in a wide array of areas for 15 years. The network provides support for: talent and human resources, financial support (see specific roles below in Section IV.2.e,) programming, professional development, and data and assessment analysis. Overall, we have seen success in all areas, particularly in student outcomes, finances, staff satisfaction and retention, and family satisfaction.

Staff Happiness, Support, and Retention: Our model prioritizes teacher support, professional development, and retention, with an emphasis on weekly coaching, collaborative planning time, and professional development. As a result, HP as a network retained 75% of its teachers in SY 2023-2024, which has increased annually since 2018-2019. More importantly, in the 2023-2024 Network Survey, 90% of staff agreed or strongly agreed to the survey question “I am happy at work,” 85% of staff agreed or strongly agreed to the question “I would recommend my school as a place to work,” and 81% of staff agreed or strongly agreed to the survey question “I am given opportunities for growth and professional learning.” In the 2023-2024 NYC DOE Survey, similar results were found. On average across three schools:

- 94% of teachers agreed or strongly agreed with the statement: “Teachers at this school influence how other teachers enact their daily instruction and engage with colleagues with a specific focus on student learning.”
- 98% of teachers agreed or strongly agreed with the statement: “Teacher-principal relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students.”
- 97% of teachers agreed or strongly agreed with the statement: “The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions.”

In an era in which teacher retention is becoming increasingly difficult, our model has successfully shown to keep and grow our teachers.

Family Happiness Satisfaction and Inclusive Environments: HP as a network also shows strong family satisfaction, and has been successful in meeting our mission and creating diverse, inclusive, supportive schools. In the 2024 NYC Department of Education survey results across all three of our New York City Schools:

- 94% of families reported strong relationships between teachers/staff and students and with teachers/staff and families.
- 93% of families agreed or strongly agreed that the school makes an effort to reach out to parents to engage them.

- 95% of families agreed or strongly agreed to the statement “I feel respected and supported by my child’s teachers and I am treated as a partner in educating my children.”
- 95% of families agreed or strongly agreed that their “child’s race, ethnicity, culture or background is valued at the school.”
- 93% of families agreed or strongly agreed to the statement that their “child feels that they belong in the school.”
- 93% of families reported that their child felt safe.
- 92% of families felt they felt satisfied with the education their child is getting.

Term Sheet/Management Agreement. A draft management agreement that sets forth (a) the length of contract; (b) the respective roles and responsibilities of the school and the management organization; (c) the scope of services and resources to be provided; (d) the manner by which the Governing Council will hold the management organization accountable for performance; (e) the compensation to be paid to the management organization; (f) the methods of contract oversight and enforcement; and (g) the conditions for renewal and termination is included as Appendix T.

In accordance with Conn. Gen. Stat. § 10-66tt, the management services contract between HP and the OPCS Governing Council will be submitted to the State Board of Education for approval. The contract will be negotiated at arm’s length; the OPCS Governing Council will have the authority to independently select, retain, and compensate an attorney to review the agreement prior to finalization and execution. In no instance will the Governing Council enter into an agreement that would have the effect of reducing its responsibility for operating the school or impairs its ability to exercise effective supervision.

3. SCHOOL LEADER

a. Plan to Recruit and Hire a Lead Administrator. Successfully translating our network’s proven model to Stamford will require a leadership team that is intimately familiar with our unique approach to instruction and student culture; deeply attuned to the needs and expectations of local stakeholders and sensitive to the relationships between various stakeholders; and fluent in local policy in order to communicate how best to reconcile fidelity to network norms with adherence to compliance mandates.

OPCS will plan to recruit the founding Head of School (HOS) by leveraging the thoughtful search process Hebrew Public deployed when sourcing founding leadership talent for its Philadelphia region. The OPCS Governing Council will form a search committee responsible for spearheading the hiring process with staff support from the Hebrew Public Chief Talent Officer (CTO). OPCS is committed to recruiting experienced and passionate leaders to take on the role of HOS. We are also committed to ensuring that the leadership mirrors the diversity of the student body.

In order to ensure an open and fair hiring process for school leaders, the school will implement a comprehensive set of processes, policies, and strategies. We plan to engage a diversity-focused search firm, soliciting the support of a specialized firm in diversity and inclusion to ensure an objective and unbiased recruitment process, and to showcase our commitment to seeking a diverse pool of candidates. Furthermore, the school plans to establish inclusive hiring policies that clearly communicate the institution's dedication to diversity and inclusion, actively encouraging candidates from all backgrounds to apply. Please see Appendix O for Hiring Policies. To reach a broad and varied pool of candidates, the OPCS will employ diverse outreach strategies, utilizing various channels such as educational networks, community organizations, and online platforms to advertise leadership positions. The transparent application process will ensure that potential candidates have

clear information on qualifications and expectations for the role, coupled with accessible and user-friendly application procedures designed to encourage candidates from diverse backgrounds to apply. OPCS will establish a framework that not only promotes openness and fairness but actively seeks out a diverse and inclusive pool of candidates for school leadership positions, including those from underserved and underrepresented communities. This commitment reflects the school's dedication to fostering an equitable and inclusive educational environment.

The anticipated timeline for the search, recruitment, and hiring process is outlined in the table below:

Head of School Hiring Activity	Timeframe	Lead
Charter approval notification	Fall/Winter 2024 and 2025	CT Board of Ed/HP Network
Development of Search Committee	January 2025	Governing Council
Post and advertise position description in Stamford and nationally	February 2025	HP Chief Talent Officer and designated search firm
Process resumes and conduct phone interviews with leading candidates	March 2025	HP CTO and designated search firm
Select top three candidates for performance tasks, interview with Search Committee, and site visit in HP network schools	April 2025	HP CTO and designated search firm
Final candidate selected by full Council with input from HP and offer extended	June 2025	Governing Council
HOS hired and onboarding with OPCS Council and HP team commences	August / September 2025	Head of School

The founding HOS will build the organizational infrastructure to support the mission of OPCS. The HOS will be responsible for developing and managing critical relationships with the Governing Council, Hebrew Public, OPCS staff, CBE, SPS, parents, students, and community stakeholders. The HOS will report to the Governing Council, liaise with Hebrew Public, and receive significant support from Hebrew Public's Chief Executive Officer, Managing Director for School Operations, Chief Financial Officer, Chief Schools Officer, Chief External Officer, and Chief Talent Officer. Using this leadership structure and growing slowly by starting with grades K and 1, OPCS will have the leadership to ensure a strong start as the first Connecticut-based school in the Hebrew Public network. This opportunity is ideal for a visionary and driven individual to play a leadership role in shaping a school committed to helping students from all backgrounds attain high levels of academic achievement and prepare students to be engaged global citizens.

The Head of School's primary responsibilities will include, but will not be limited to:

- Facilitate setting and executing the overall vision and strategy for creating a high-performing, diverse-by-design, K-8 school
- Develop systems to manage the continuum of human capital needs including recruitment, hiring, onboarding, professional learning, and retention/evaluation
- Coach and develop OPCS's leadership team and teachers by providing regular, ongoing instructional feedback, support, and evaluation
- Set rigorous instructional goals and build a culture of continuous improvement

- Actively monitor the progress of student and staff growth through collection of formal and informal data; analyze data in collaboration with the leadership team to inform strategic and instructional planning
- Oversee activities across the school operations team, in partnership with the Director of Operations, including parent communication, supplies procurement, student data collection, building construction/renovations/maintenance and events
- Oversee the enrollment cycle at the school, in partnership with the Director of Operations, including student recruitment, lottery management, waitlist management and parent/student orientations
- Develop and sustain a strong, positive, rigorous, nurturing school culture

Candidate Requirements

- A record of driving student achievement and overall success in diverse communities
- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment
- Strong interpersonal and relationship-building skills, and a proven record of creating and fostering excellent relationships through teamwork and empathy
- Strong instructional and classroom management expertise with proven results
- Experience in managing and coaching teachers to great outcomes
- An authentic commitment to the Hebrew Public mission and school model

Education Background and Work Experience

- An accomplished leader with 6+ years of experience in educational leadership roles preferred; 3+ of those years as a Dean, Assistant Principal, or Principal in an elementary or middle school within a public or charter school setting
- Minimum 5 years of successful teaching experience, preferred
- Bachelor's degree required and a graduate degree a plus
- Demonstrated commitment to Hebrew Public's mission of leading a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens
- Culturally competent and self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in society and can lead direct conversations about them
- A builder of authentic relationships with community partners, policymakers, funders, and other supporters, able to engage with a variety of individuals and speak clearly and compellingly about the organization's goals and priorities
- Commitment to Hebrew Public's core values (OLAM) by being an Outstanding Problem-Solver, an Aware Communicator, a Lifelong Learner, and Making a Difference
- Knowledge of dual-language methodology and bilingual education practices preferred
- Knowledge of Modern Hebrew a plus
- Experience as part of a founding school community is a plus.

The full job description for the Head of School is included in Appendix L.

Selection

The selection criteria will prioritize candidates with strong interpersonal and collaborative skills, recognizing collaboration as integral to promoting a global mindset. The interview and evaluation process will assess

candidates' ability to work effectively in diverse teams, communicate across cultural differences, and contribute to a school culture that values global citizenship.

Inclusive selection committees will also be formed to represent diverse perspectives and backgrounds, emphasizing the importance of varied input in the decision-making process. To mitigate unconscious biases within these committees, OPCS will plan to provide training to committee members, ensuring a fair and unbiased evaluation of candidates. Additionally, the implementation of a structured interviewing process, with standardized questions, will contribute to a fair and consistent evaluations throughout the hiring process. The selection process will be a collaborative effort from a diverse group of key stakeholders within the organization. This comprehensive approach ensures a well-rounded and inclusive decision-making process.

Evaluation

The Council will evaluate the HOS annually (see above). The annual evaluation of the HOS will use key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys, and other criteria that measure the overall health of the school. Hebrew Public uses the Instructional Leader Evaluation & Development Framework, attached as Appendix L for all instructional leaders including Heads of School. Our approach to leader evaluation is consistent with the core requirements of the Connecticut (CT) Model Evaluation and Support Plan (as may be revised from time to time). In addition, while HP will seek a waiver (to the extent necessary) in accordance with Conn. Gen. Stat. §10-151b(b)(2) and (d)(2) and Conn. Gen. Stat. §§10-66bb(d), it is respectfully submitted that the HP evaluation rubric aligns with the CT model plan. Please see Appendix N for the HP evaluation rubric and Appendix B for waivers.

The evaluation procedures for staff in management positions, specifically for the HOS, will involve a comprehensive 360 Feedback Evaluation process. This evaluation will aim to gain a holistic perspective on leadership performance by soliciting feedback from various stakeholders, including staff, network leaders, and external contributors. The evaluation process will consist of a cycle of (1) assessment, (2) feedback, and (3) action. Input will be solicited through structured questionnaires, ensuring diverse feedback sources. Following this, the collected data undergoes collation and analysis.

As part of the evaluation process, the HOS will collaboratively create 2-4 specific goals with the HP Chief Schools Officer. This will provide an opportunity for the HOS to express his/her/their needs for professional growth that are aligned with successfully achieving the school mission by meeting and exceeding identified academic, operational, fiscal, school climate, and other outcomes. Frequent reference and review throughout the evaluation process will ensure that the HOS is positioned to achieve their annual goals. Should the goals of the HOS not be realized, the HOS in conjunction with the HP Chief Schools Officer will establish a performance improvement plan to include mentoring, PD, increased monitoring, and a timeline for improvement. The Council will be informed of the HOS's progress. The improvement of practice is a key outcome, achieved through personalized professional development initiatives, strengthened leadership skills, enhanced communication and collaboration, ultimately contributing to sustainable school improvement. Please see Appendix N for the Evaluation Frameworks.

4. EVIDENCE OF SUPPORT

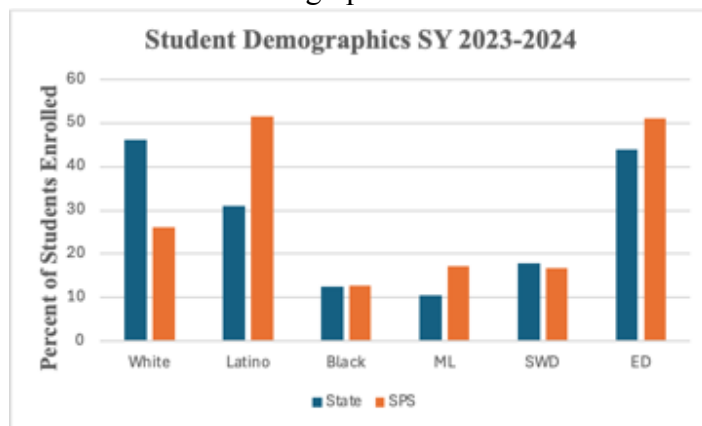
a. Evidence of Support. Letters of endorsement and evidence of community support are included as Appendix U. Among the institutions and individuals proffering letters of support for OPCS's application are: Latinos for Education Advocacy and Diversity, the Pearl and Carmen Lucia Buck Foundation, Steinhardt Foundation for Jewish Life, Nosotros, and local business owner Ana Maria Bars. The CEO of Hebrew Public also met with the SPS Superintendent and the Chief Academic Officer in October of 2024, prior to submitting this application. It

was a very productive meeting, and SPS and HP discussed potential collaboration in areas, such as special needs, professional development, and facilities development. We have also gathered approximately 203 signatures from interested families and community members and solicited input via survey from approximately 40 parents. We are open to and welcome partnerships with all kind of local organizations and we will continue to pursue partnerships in our planning year and once the school is open, specifically with the following types of organizations: preschools, social service agencies, afterschool programs, and others. We will also continue recruitment of families and continue to solicit input from families and other stakeholders in the community.

III. SCHOOL COMPOSITION, SERVICES, AND POLICIES

1. SCHOOL DEMOGRAPHICS

a. Needs of the Community. OPCS will provide parents seeking alternatives to the status quo with access to a high-quality educational option explicitly designed to meet the needs and demographics of the community. Stamford's estimated population of 136,309 makes it Connecticut's third most-populous city, but economic and educational opportunity remain out of reach for many residents.⁶⁵ Stamford Public Schools educates considerably more Hispanic students, MLs, and economically disadvantaged students than do public schools across Connecticut. OPCS seeks to mirror the demographics of the district.⁶⁶



The population of Stamford is more diverse than the state as a whole, and the population of both MLs and students with disabilities is growing. The district has consistently had an opportunity gap, as its White and Asian and non-high needs students consistently outscore (sometimes by 15-30 points) their counterparts who are Hispanic, Black, high-needs, eligible for free and reduced lunch, MLs, and/or SWD.

Families continue to seek options that best meet their children's needs. Our outreach in Stamford shows interest from a diverse group of students and families, and that families are looking for additional diverse schools. Parents surveyed are also looking for supports for MLs, SWD, and for teacher support and professional development. HP has successfully served all students from various backgrounds (racial, ethnic, religious, gender, economics, education, neurodiverse and linguistic). According to our surveys, families in Stamford seek schools that teach global citizenship, multiple perspectives, and solving problems in communities. They also want their children to attend school with students of both similar and different backgrounds and perspectives, where students of all backgrounds feel comfortable, in order to increase belonging, empathy, and understanding,

⁶⁵ United States Census Bureau. *2020 Census Results*.

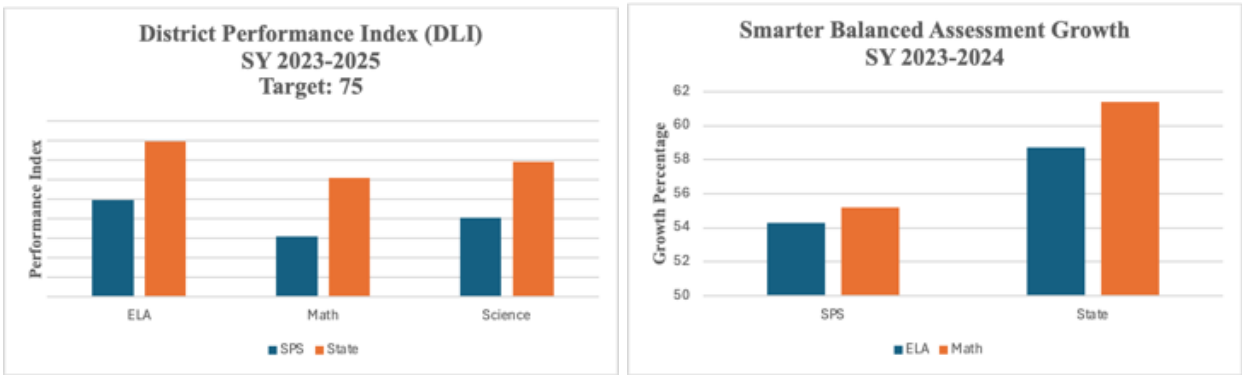
<https://www.census.gov/programs-surveys/decennial-census/decade/2020/2020-census-results.html>

⁶⁶ CT.gov. *Connecticut Report Cards*. <https://edsight.ct.gov>

and promotes tolerance. Finally, parents seek high-quality options where students have the opportunity to engage in rigorous, inquiry-based learning.

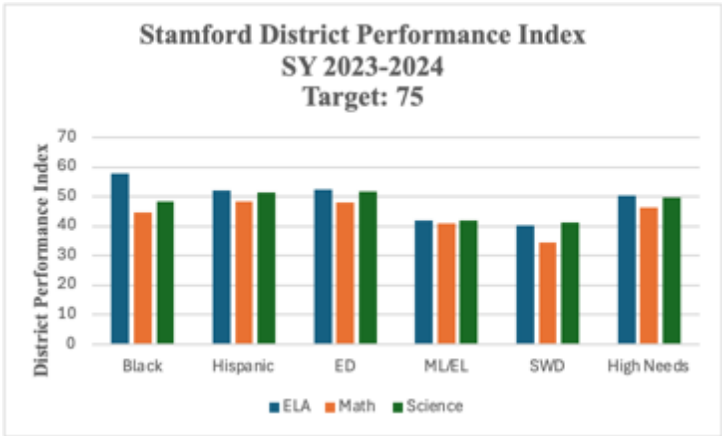
Please see support via petitions, surveys, and signatures in Appendix U.

In 2023-24, Stamford students were less likely than their peers from across the state to meet or exceed expectations on SBAC ELA and Math exams, and the accountability matrix is lower. More importantly, Black, Hispanic, MLs, and special education students were significantly less likely than their peers from across the state to meet or exceed expectations on SBAC ELA and Math exams. Given that the state target is 75, some subgroups in SPS are significantly below that, particularly, Black and Hispanic students, as well as SWD, MLs and those who are classified as High Needs. Additionally, scores have been going down for Black and Hispanic students since 2020.⁶⁷



That same year, Stamford’s District Performance Index (DPI) scores lagged state averages in ELA, Math, and Science.⁶⁸

Among students in key demographic groups, Stamford’s students also fell below the state’s DPI target of 75.⁶⁹

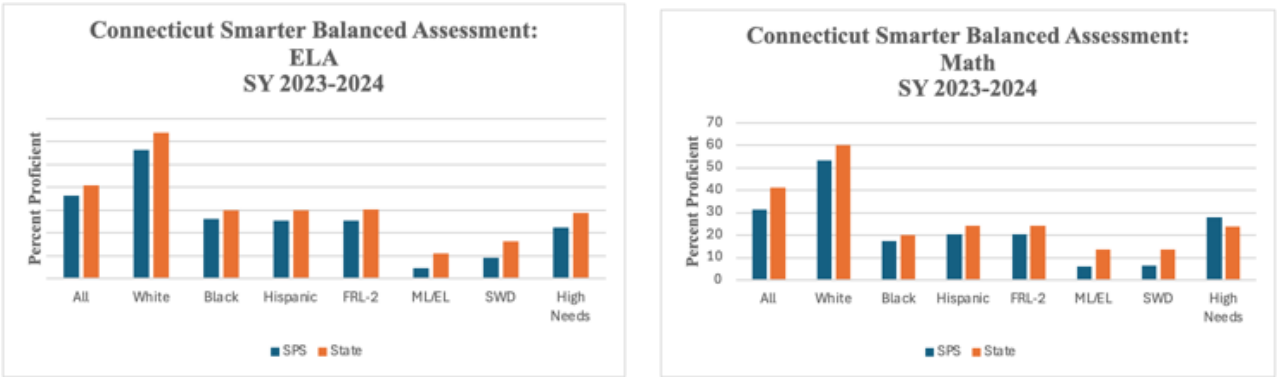


⁶⁷ <http://data.ctdata.org/visualization/smarter-balanced-by-all-students>

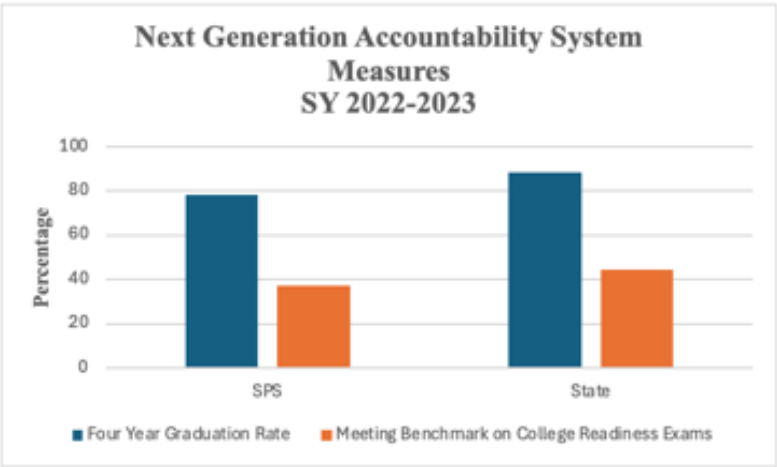
⁶⁸ CT.gov. *Connecticut Report Cards*. <https://edsight.ct.gov>

⁶⁹ CT.gov. *Connecticut Report Cards*. <https://edsight.ct.gov>

Stamford also shows a significant opportunity gap in subgroups compared to their peers in the state, particularly with MLs and SWD.

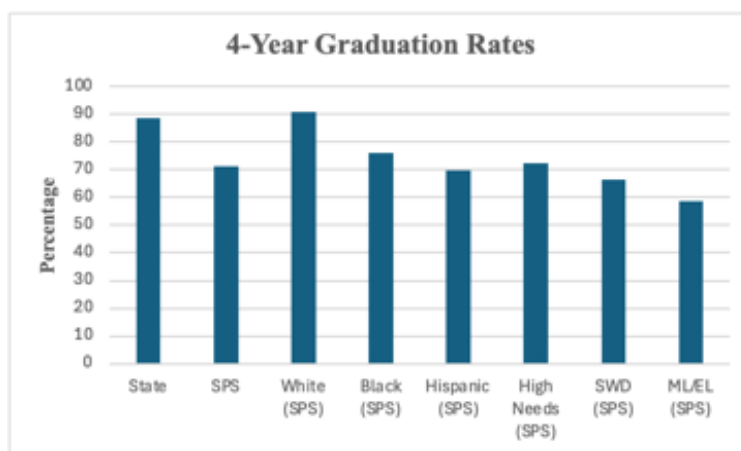


Stamford fared no better on the state’s Next Generation Accountability System. In the latest data from SY 2022-23, SPS students were less likely than their peers from across the state to meet benchmarks on college readiness exams or graduate from high school in four years.⁷⁰



The 4-year graduation rate in Stamford also shows an opportunity gap, with Hispanic students as well as High Needs, SWD, and MLs graduating at significantly lower rates than the overall state rate and their White counterparts.

⁷⁰ CT.gov. *Connecticut Report Cards*. <https://edsight.ct.gov>



How OPCS Will Meet The Needs of Stamford Students

OPCS will be part of the emerging movement of diverse-by-design public charter schools. Like other schools and networks that have joined the Coalition of Diverse Charter Schools,⁷¹ Hebrew Public intentionally strives to create schools that draw from multiple or diverse neighborhoods and whose student body reflects significant diversity of race, national origin, socioeconomic background, culture, language, and special needs. Our network's schools in New York City are among the most integrated in the city. Our emphasis on diverse schools is rooted in research which describes and quantifies the deep and enduring benefits of school diversity. Students of all backgrounds who attend diverse schools tend to benefit academically and socially. Additionally, we have a focus on global citizenship, through our inquiry-based learning, Israel studies, and world language focus.

Academic Benefits

Students in diverse schools tend to benefit from stronger test scores, increased rates of college attendance, and enhanced critical thinking skills:

- **Stronger Test Scores:** Students in mixed-income schools are 30% more likely to be academically proficient— as defined by standardized test scores in math, reading, science, and history— than students in schools with concentrated poverty. These benefits persist even after controlling for students' socioeconomic backgrounds.⁷²
- **Reduced Opportunity Gaps:** On the 2007 and 2009 National Assessment of Educational Progress, the opportunity gaps between White students and their Black and Hispanic counterparts were smaller in integrated schools than in high-poverty ones.⁷³
- **Decreased Chronic Absenteeism:** Students in diverse-by-design schools are more likely to attend school than those in district schools, particularly students of color.⁷⁴
- **Increased Rates of College Attendance:** Students from economically disadvantaged backgrounds who attend schools with higher levels of socioeconomic integration are more likely to enroll at a four-year college than their peers of similar background who attend schools that are economically segregated.⁷⁵

⁷¹ More information available at www.diversecharters.org.

⁷² Palardy, G. J. (2008). Differential school effects among low, middle, and high social class composition schools: A multiple group, multilevel latent growth curve analysis. *School Effectiveness and School Improvement*, 19(1), 21–49.

⁷³ Mantil, A., Perkins, A. G., & Aberger, S. (2012). The challenge of high-poverty schools: How feasible is socioeconomic school integration? *The future of school integration: Socioeconomic diversity as an education reform strategy*. Century Foundation Press.

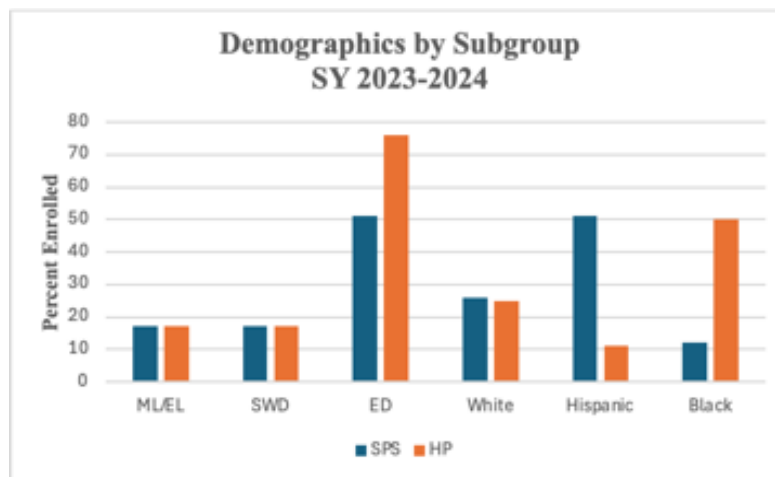
⁷⁴ De Leo, D. (2021, September 8). Diverse-By-Design Charter Schools Are Making A Difference. *School Improvement Partnership Blog*. <https://schoolimprovementpartnership.net/diverse-by-design-charter-schools-are-making-a-difference/> and Rost, W. (2021, October 14). How well do diverse-by-design charter schools work? *Flypaper Blog*. <https://fordhaminstitute.org/national/commentary/how-well-do-diverse-design-charter-schools-work>

⁷⁵ Palardy, G. J. (2013). High school socioeconomic segregation and student attainment. *American Educational Research Journal*, 50(4), 714–754.

- Exposure to Diverse Perspectives: Students in diverse environments are exposed to a variety of viewpoints, which enhances critical thinking and problem-solving skills.
- Improved Creativity: Interaction with peers from different backgrounds encourages innovative thinking and creativity.
- Better Social Skills: Students learn to collaborate and communicate effectively with peers from different cultural and socioeconomic backgrounds.
- Enhanced Empathy and Understanding: Exposure to diversity fosters empathy, reducing prejudices and promoting inclusivity.
- Enhanced Critical Thinking Skills: When students engage with peers of different backgrounds and perspectives, their ability to collaborate, communicate, and think critically improve.⁷⁶

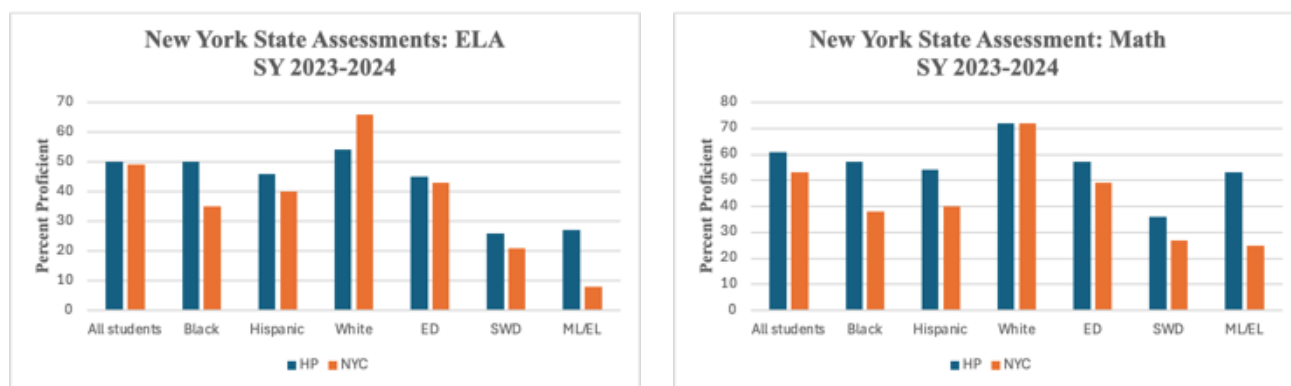
Across our network schools, Hebrew Public has consistently drawn from multiple or diverse neighborhoods and maintained student populations whose demographics both reflect significant diversity of race, national origin, socioeconomic background, culture, language, and special needs, and are comparable to the communities we serve. Furthermore, Hebrew Public has reduced the opportunity gap amongst our diverse populations.

HP serves a similar population to that of Stamford, with significantly more economically disadvantaged students.



On 2023-2024 state assessments, Hebrew Public students in at-risk student groups universally outperformed their peers attending New York and Philadelphia Public Schools. As seen in the graphs below, Hebrew Public's Black and Hispanic students, SWD, and MLs invariably tested at proficient levels at rates higher than those of their demographically similar peers.

⁷⁶ Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Miley, J. F. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, (15)8, 507–510; Brief of Amicus Curiae 553 Social Scientists, Parents Involved v. Seattle School District 551 U.S. 701 (2007) (No. 05-908); Marin, P. (2000). *The educational possibility of multi-racial/multi-ethnic college classrooms. Does diversity make a difference? Three research studies on diversity in college classrooms*. American Council on Education & American Association of University Professors.



Social Capital Benefits for Students

School integration mitigates a common challenge for low-income students as they transition to college and the workforce and navigate social environments and networks with those of different backgrounds and communication styles. Students who attended more integrated high schools tend to navigate collegiate academic and social spheres with greater ease, especially at selective colleges.⁷⁷ These social networks can help graduates enter and rise within the workforce. Indeed, Gary Orfield, a school segregation scholar, writes that “the networking effects of desegregation may be far more important than the cognitive effects.”⁷⁸

Global Citizenship

Hebrew Public’s emphasis on teaching empathy, multiple perspectives and global citizenship is well-aligned to the needs of the diverse population in Stamford. In line with our diverse-by-design approach, our social studies curriculum integrates social justice projects to improve the community. Additionally, our Israeli studies curriculum in Hebrew class promotes the learning of other cultures as well as our own, as well as comparing and contrasting cultures in order to promote understanding across lines of difference. For example, students compare and contrast Arbor Day in Israel with Earth Day in the US.

b. Grade Ranges and Ages. The Hebrew Public model has shown success starting with Pre-K and going to 8th grade. Hebrew Public is committed to a slow-growth model to ensure that our model is implemented with fidelity. We are starting with Pre-K, K, and 1 and with only two sections per grade level so that our school does not have a major impact on other Stamford schools, and is small enough to create a supportive environment for all students and staff.

We know from experience that the proverbial ‘unknown unknowns’ will not rise to our attention until the school is operational. Accordingly, we will phase in one grade level at a time in order to allow for informed mid-course corrections. We also anticipate “backfilling” due to attrition at each grade level.

Enrollment Chart

⁷⁷ Jack, A. A. (2015, Sept. 12). What the Privileged Poor Can Teach Us. *New York Times*.

<http://www.nytimes.com/2015/09/13/opinion/sunday/what-the-privileged-poor-can-teach-us.html>

⁷⁸ Quoted in Kahlenberg, R.D. (2001). *All Together Now: Creating Middle-Class Schools through Public School Choice*. Brookings.

	YR1 SY 2026-27	YR2 SY 2027-28	YR3 SY 2028-29	YR4 SY 2029-30	YR5 SY 2030-31	YR6 SY 2031-32	YR7 SY 2032-33	YR8 SY 2033-34
Grade Pre-K	36	36	36	36	36	36	36	36
Grade K	50	50	52	54	56	56	56	56
Grade 1	50	50	50	52	54	56	56	56
Grade 2		48	48	50	52	54	56	56
Grade 3			46	48	50	52	54	56
Grade 4				46	48	50	52	54
Grade 5					46	48	50	52
Grade 6						46	48	50
Grade 7							46	48
Grade 8								46
Total	136	184	232	286	342	398	454	510

c. Family and Community Involvement. Prior to opening, OPCS will continue to engage families in the school’s development through outreach for feedback during events, email, phone, online communications, and one-on-one conversations with OPCS team and founding group members. Once the charter is approved, the Governing Council will form, commence a regular meeting schedule, appoint a parent representative, and solicit parent input through formal and informal channels. Once the school has launched, OPCS will support parents and families to develop a Parent Teacher Organization (PTO). The PTO and parent/guardian representative on the Governing Council will provide feedback on the school’s operation, performance, and ongoing development. Parents will always be encouraged to attend the school’s monthly Governing Council meetings and encouraged to speak during public comment so that the Council and the administration understand parent concerns and appreciate parent compliments. School leadership will also honor student achievement at the time of the Council meetings to ensure a connection to the students it is responsible for educating, which will also serve as a catalyst for parent attendance at board meetings.

Parental involvement will be led by the Social Worker, in collaboration with the Head of School and Deans. The PTO will play an important role in developing, supporting, and shaping school culture in terms of organizing and running school events, fundraising, and providing feedback to leadership. The HOS will help launch the PTO, soliciting diverse members from the first class’s parents. The PTO will meet regularly to organize a variety of community and family-based activities. Such events will likely include signature HP social events that have proven to be successful at other HP schools: an annual Back-to-School Night, Family Picnic, and Family Fridays featuring student publishing showcases. As the school develops, the PTO will partner with school leadership to sponsor community events—including film nights, discussions, guest speakers, and workshops—that speak to parents’ needs and the community’s priorities of inclusiveness and celebrating identity. Whether these events focus on encouraging literacy at home, raising digital natives, or confronting racism, the PTO will play a major role in unifying the OPCS community around students’ and families’ needs

and experiences. The PTO will also be involved in organizing and contributing to OPCS's extracurricular events and student performances.

OPCS's framework for parent and family involvement centers around six elements of school-family partnerships promoted by Joyce Epstein, of Johns Hopkins University, to help all students succeed in school.⁷⁹ These include:

Parenting: Help all families establish home environments to support children as students. OPCS's social worker will be knowledgeable about the community resources available to help parents create a home environment supportive of their child's education. The school will offer a variety of community and family-based activities that rely on and enable community, family, and student voice. As OPCS grows, we expect to see the kinds of drama productions currently in place in other Hebrew Public schools, including Hebrew-language musicals. Depending on parent and family interest, we might also expect to see events such as school-wide culture nights, shared International Feasts, Family History Day, and parent-child heritage dance nights. To round out and enable responsive adjustments to these programs, OPCS anticipates a thriving Parent Teacher Organization, a hallmark of other Hebrew Public schools, and will seek ongoing input from parents and staff regarding all cultural practices.

Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. OPCS will facilitate ongoing two-way communication between staff and families. Parents will have teachers' contact information, and school faculty place a high value on building relationships with students' families. Faculty will devote considerable time during PD and throughout the year to building these relationships. OPCS will disseminate three report cards and host three parent/teacher conferences annually (coinciding with the distribution of report cards). Parents will be invited to attend school and classroom celebrations. All written materials for parents and families will be translated into the dominant language(s) required by our parent community, and translators will be available during individual parents' meetings as well as during meetings of the parent body. OPCS's website will provide updated information for parents on important school matters, including pertinent academic and cultural data, and will be a means by which the PTO can provide information to its members. Computers dedicated for parent use will be available on-site. OPCS will publish regular newsletters with the purpose of permitting parents to remain abreast of what is transpiring in the school.

In addition to disseminating information, OPCS will solicit feedback from families. We will incorporate several family engagement events on our calendar, including: office hours with the Head of School, monthly coffee chats, and small group discussion based on specific topics (for example, state testing). OPCS will also evaluate its stakeholders' perceptions of the school climate annually through targeted surveys designed to ascertain the perceptions of students, teachers, and parents in key domains such as Social Emotional Learning, Student Support, High Expectations and Academic Rigor/Challenge, and Safe and Respectful School Climate.

Decision-making: Include families as participants in school decisions and develop parent/guardian leaders and representatives. Through representation on the Governing Council, formalization of the PTO, and routine access to school administrators, families and community members will actively contribute to decision-making at the school's highest levels. Families will also be surveyed twice per year in order to get input on major decisions as well as to ensure the continual improvement of our programming.

⁷⁹ Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.

Volunteering: Recruit and organize parent help and support when possible. OPCS will establish mechanisms for families to volunteer, including inviting parents to read to students, to join the PTO, or to help plan school events and volunteer initiatives to benefit the community at-large.

Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Parents will receive a Parent Handbook that contains information about OPCS's standards, curriculum, discipline policy, homework policy, and other items important to our academic and school culture. OPCS will host orientation sessions for parents to review the materials, as well as workshops that focus on relevant topics, such as how parents can monitor and discuss schoolwork. The Parent Handbook will also be available on the school's website.

Collaborating with community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community. OPCS is committed to bringing community resources into the school to support student learning, as well as to address personal and family issues. Families in the community consistently stressed the importance of having access to after school programming in order to help them with childcare needs and to provide their children with productive and enriching activities upon the conclusion of the school day. In alignment with the state's clearly expressed policy priorities, OPCS will explore partnerships with community-based organizations. Relationships that the founding group began to cultivate during the pre-opening period will be strengthened in order to identify mutual needs, interests, and resources, resulting in a portfolio of community assets on which OPCS can draw for the benefit of its children, parents, families, and academic program.

Additionally, OPCS will seek to partner with local organizations to create volunteer opportunities to improve the community.

2. SPECIAL EDUCATION AND SECTION 504 OF THE REHABILITATION ACT OF 1973

a. Plan to Meet the Needs of Students with Disabilities. OPCS will provide instruction to students with disabilities in the least restrictive environment (LRE) possible to the maximum extent appropriate and subject to the requirements included in each student's Individualized Education Program (IEP) in accordance with all applicable federal and state laws and regulations (e.g. IDEA).⁸⁰ Special classes, separate schooling, or other removal of students from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with the student's IEP. Students with disabilities will also be expected to participate in, and receive credit for, non-academic, extracurricular (including field trips), and ancillary programs and activities with all other students to the extent allowed by the IEP, and any accommodations required will be effectuated.

OPCS will follow all applicable federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities, and will fully cooperate with the nexus/sending school district and/or the Stamford Public Schools with respect to such child find obligations. OPCS will also ensure that parent outreach will inform the parental community about OPCS's Special Education program and how to request an evaluation when parents suspect a disability may be affecting their child's performance. Child Find processes will be in place throughout the entire school year.

⁸⁰ Rozalski, M., Miller, J., & Stewart, A. (2011). *Handbook of Special Education*. Routledge.

In the first year of operations, the Head of School and the Student Services Coordinator will ensure that the most recent IEPs of students already identified as SWD who have been accepted into the school will be forwarded by their previous schools to OPCS in a timely manner. Other students will be brought to the attention of the MTSS team if they are not yet meeting grade level expectations within the regular classroom environment. Evidence-based strategies/interventions will then be implemented through the MTSS process described previously in Section I.4.e on MTSS. Should the problems persist and a disability is suspected, the student will be referred to the student's district of residence for an evaluation.

The first step is a referral to special education, a written request for an evaluation of a student who is suspected of having a disability. Referrals may be made by teachers, parents/guardians, school personnel, other individuals from other agencies (doctors, social workers) with parental permission. The referral is made in writing to the Chairperson of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in R.S.C.A. 10-76d-8 will be sent to the student's parents/guardians within 5 days of the referral. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (see C.G.S. Section 10-66ee(d)(5)). However, OPCS will be cooperative in implementing the district Planning and Placement Team (PPT) decisions regarding these matters.

Once a student has been referred for evaluation, pursuant to Conn. Gen. Stat. § 10-76a et seq. nexus districts are responsible for holding Planning and Placement Team (PPT) meetings to determine the specific educational needs of each student and for providing the mandated funds that enable charter schools to meet their obligations. OPCS will be a collaborative and responsive partner, including ensuring the PPT has access to current academic performance and achievement data, and ensuring families are notified and have given consent, and cooperating in the conducting of evaluations. If necessary, OPCS special education or special education teachers will be members of the PPT team.

OPCS will work with students' nexus districts (i.e., the district of residence that has the legal responsibility under IDEA to identify, educate, and pay for students with disabilities) to ensure students receive services as mandated in their IEPs. OPCS will work collaboratively with the nexus district for each enrolled student who receives special education services. The parties will share responsibility for ensuring students receive the services to which they are entitled, in accordance with the law and consistent with the following protocols:

1. OPCS will implement a pre-referral process to monitor and guide referrals for special education and related services (MTSS process);
2. Upon receipt of a referral, the nexus district will promptly convene a PPT;
3. The PPT will determine which, if any, evaluations should be conducted;
4. The district will complete recommended academic/achievement evaluations and OPCS will work to obtain parental consent prior to the commencement of any evaluation;
5. The nexus district will convene PPT meetings in accordance with state and federal law and will invite OPCS representatives to participate;
6. The PPT will make eligibility determinations, programmatic and placement decisions, and exit determinations and will develop IEPs that offer students a FAPE in the least restrictive environment; with the district sending a copy of the IEP within 5 school days after the PPT meeting
7. OPCS will support writing of IEPs by providing a present level of performance, sending teacher reports, and giving feedback on the IEP while recognizing that it is the district's responsibility to write IEPs;
8. The nexus district will be responsible for writing, updating, and distributing IEPs;

9. OPCS will ensure that progress reports are prepared and shared with parents in accordance with students' IEPs; and
10. The nexus district will reimburse OPCS for all special education and related services required by students' IEPs if the district does not provide staffing for related services.
11. Screeners for vision, hearing, and physical therapy will be part of the discussions between the nexus district and OPCS.

OPCS will implement the IEP developed by the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. OPCS will provide substitute coverage for teachers as necessary to ensure they are able to attend IEP meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP.

Special Education services are always aligned to grade-level standards and to students' needs. OPCS has selected instructional materials that will be utilized to provide academic interventions to students with disabilities including such methodologies as Foundations and the intervention components of Eureka Math. The research underlying these curricular choices, including their appropriateness for students who are not yet meeting grade level expectations academically or behaviorally, at-risk students, and SWD, is provided in Section I.3.d.

OPCS will deliver a comprehensive array of resources and personnel, both within general education classrooms and in specialized settings. Administrative responsibilities include overseeing special education programming by a designated leader. OPCS will be prepared to staff direct and related services such as speech therapy, occupational therapy (OT), physical therapy (PT), and counseling provided by a social worker, and will invoice the district for services if the district does not provide personnel to provide the services. Collaborative team teaching (CTT) is facilitated through Integrated Co-Teaching (ICT) classrooms in each grade, and Special Education Teacher Support Services (SETSS) are offered as mandated by student IEPs. Additionally, the school provides planning time, instructional materials, and integrates technology for an enriched educational environment.

OPCS's special education program is characterized by a commitment to inclusion, fostering an educational environment where students of all abilities, including those with diverse learning needs, are welcomed and actively participate in general education classrooms. In this inclusive model, students with special needs are provided with appropriate support services, accommodations, and modifications to ensure they can engage in the curriculum alongside their peers. The emphasis on inclusion goes beyond physical placement; it reflects a philosophy that values diversity and promotes a sense of belonging for every student.

We believe that everybody benefits from our special education model of inclusion. In particular, a key element of OPCS's inclusion model is the increased instructional intensity that comes through the collaboration between general education teachers with the special education teacher, specifically in the co-taught classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that can adapt to the needs of all students. The implementation of different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed OPCS inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs, along with the general education students, benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.⁸¹ Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with disabilities who spend time among their general education peers contribute to an increase in social skills and academic proficiency of their nondisabled peers.⁸² Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that special education children in the integrated sites progressed in social skills development while the segregated special education children actually regressed.⁸³ Another study showed the effect of inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of typically-developing students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.⁸⁴ A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.⁸⁵

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.⁸⁶ Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research shows that inclusion helps students understand the importance of working together, and fosters a sense of mutual respect and empathy among the student body.⁸⁷

Overall, the program of inclusion at OPCS is based on the needs—educationally, behaviorally, socially-emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students. And finally, it is aligned with OPCS's and Hebrew Public's commitment to diversity, equity and inclusion through the fostering a diverse learning community, where children of all races, cultures, ethnicities, learning styles, and learning abilities learn and grow together, and in doing so, feel the authentic sense of belonging that allows connections to be made and academic and social emotional growth to occur.

⁸¹ Bennett, T., Deluca, D., & Bruns, D. (1997). Putting Inclusion into Practice: Perspectives of Teachers and Parents. *Exceptional Children*, 64(1), 115-131. <https://doi.org/10.1177/001440299706400108>

⁸² Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Woodbine House.

⁸³ Sale, P., & Carey, D. M. (1995). The Sociometric Status of Students with Disabilities in a Full-Inclusion School. *Exceptional Children*, 62(1), 6-19. <https://doi.org/10.1177/001440299506200102>

⁸⁴ Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

⁸⁵ Marston, Douglas. (1996) *The Journal of Special Education*. (30)2, 121-132.

⁸⁶ Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). *Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities (2nd ed.)*. Paul H Brookes Publishing Co.

⁸⁷ Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2), 197-213.

OPCS will provide inclusive co-teaching in each grade and resource room instruction as needed (both push-in and pull out services). Each inclusion classroom will be staffed by a general education teacher and a special education teacher during ELA and Math class. Additional components of OPCS's support for students with disabilities include:

1. Any teacher, regardless of general or special education designation, that provides instruction to any SWD is provided a copy of the student's IEP and corresponding information and training and support by the special education staff to ensure their understanding of the student's needs and their responsibilities to implement required modifications or accommodations. We are also considering including a cover sheet in every student's cumulative file where all staff educating SWD that year sign off that they have reviewed and understood the student's IEP for the year.
2. All teachers receive ongoing training regarding the education of SWD including during Summer Professional Development each school year. Sample topics include assessment, differentiation, Universal Design for Learning, pre-referral intervention, modifications and accommodations, MTSS procedures, and the SWD referral process, along with any professional development and in-services required by law. In addition, OPCS's embedded PD model provides additional time for ongoing training, planning, and collaboration specifically related to the education of SWD.⁸⁸ OPCS ensures that the special education programs and services are provided directly to the student during school hours. SWD receive any necessary adapted curriculum work and specialized therapies in a setting in accordance with their IEPs. A special education teacher, paraprofessional, or aide may sit with students to help implement the goals of their IEPs. OPCS ensures that students receive all related services and that counseling mandates (individual and group) are fulfilled.
3. In weekly common planning time, teachers analyze assessment data for each subgroup, including SWD, and make plans for re-teaching, interventions, and additional supports.
4. Instructional planning uses Universal Design for Learning, to provide supports within each lesson to design multiple means of engagement, representation, action and expression.

Because our data show that students benefit from sustained exposure to our model, we place a premium on keeping students in the school. Schools in the Hebrew Public network consistently serve larger proportions of SWD than do the schools in the districts in which they are located. The number of SWD in Stamford has been rising in recent years. We employ a number of practices across our schools designed to ensure that we not only recruit and enroll SWD into our program but, more importantly, that we retain them year-over-year in large numbers. For example, all newly enrolled families of SWD will meet with OPCS's Student Services Coordinator. Families will be informed about the quarterly IEP progress reports they can expect and the ongoing goal monitoring that teachers complete with students so that they are always informed and able to communicate a student's progress.

If a special education student is found to possibly benefit from more support than they qualify for, or if a student with an IEP needs more support than currently encompassed on their IEP, the PPT team should reconvene and update the IEP to reflect their needed services and supports and annual IEP goals and benchmark.

b. Understanding Responsibility. OPCS will hire appropriately certified special education staff (see attached budget and staffing plan in Section III.6.b and in Appendix K) and may contract with certified or licensed individuals and/or organizations to provide related services, under the supervision of the Student Services Coordinator. OPCS will employ one special education teacher for every two classroom sections of students,

⁸⁸Bradley, R., Danielson, L., & Doolittle, J. (2005). Response to intervention. *Journal of Learning Disabilities*, 38(6), 485–486.

growing from two special educators in Year 1 to six in Year 5. The school will have a Student Services Coordinator starting in Year 1 to supervise and evaluate all instructional intervention staff. Staffing needs for OPCS will also depend on the nexus district, particularly for contracted services. It is ultimately the responsibility of the nexus school district to pay for the costs of special education, in accordance with the law.

The Student Services Coordinator oversees special education coordination, supervises and evaluates all instructional intervention staff, and leads collaboration with nexus districts and its coordinator(s) to ensure appropriate implementation of shared duties regarding the education of SWD. Coordination involves overseeing OPCS's special education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on IEPs, being a liaison with the school district if necessary, progress monitoring, and submitting all required reports in compliance with the IDEA. The Network Director of Special Education Services and Head of School help to oversee this process.

OPCS's special education staff and outside related service providers will support classroom teachers, work in the general education classrooms with students individually and in small groups, provide resource room services, and serve as consultants to the overall school community. This staff will work with general education, Hebrew, EL/interventionists, specials teachers, and social workers to support the education and social-emotional well-being of SWD in a manner consistent with and supportive of the students' IEPs. All teachers will be provided a copy of the student's IEP and corresponding information, training, and support by the special education staff to ensure their understanding of the student's needs and their responsibilities to implement required modifications or accommodations.

OPCS teachers' weekly common planning time further supports special student populations' achievement of CCS. OPCS's embedded PD model provides additional time for ongoing training, planning, and collaboration between general studies teachers, Hebrew teachers, and intervention specialists, ensuring effective coordination and communication among instructional staff. OPCS's supportive and responsive school culture is also a critical factor in ensuring the success and achievement of all students, including those at-risk.

c. Policies and Procedures. OPCS will follow a systematic process to identify a range of student needs and ensure those students receive the appropriate supports. Students may be identified as at-risk if they demonstrate challenges with academics or behavior and fail to respond to interventions. MTSS and Child Find will be conducted throughout the school year as part of the process to identify students who are suspected of having disabilities and students who may be eligible for Section 504 accommodations, and to ensure students without disabilities are not misclassified (See MTSS process in section I.4.e). Students suspected of having a disability will be referred to the nexus district for evaluation.

OPCS will monitor the achievement and progress of SWD specifically within the general context of the OPCS instructional program and the student's annual IEP goals program using a variety of formative and summative assessments during quarterly data review. These include those assessments listed on the Assessment Table contained in Section 1.5.a above (e.g. NWEA MAP, CT assessments, teacher-generated assessments, etc.) as well as any assessment specifically tied to IEP goals. By collecting and analyzing this data for the student, the Director of Student Support Services (network), Academic Deans, Student Services Coordinator, classroom and special education teachers will determine whether SWD are making appropriate progress towards meeting grade level proficiency and measurable benchmarks defined by the IEP team to track progress towards annual IEP goals, and determine whether annual IEP goals inform instructional planning to support the student when

progress falls short of expectations. At the annual IEP meeting for each SWD, the progress the student is making towards the IEP goals will be reviewed and any needed changes to the student's IEP will be made, understanding it is the role of the nexus school district to write the IEP and for OPCS to implement it. OPCS, however, will be proactive in reaching out to its PPT case manager should it believe, based on analysis of student performance data, that the PPT should conduct new assessments or hold an IEP meeting prior to the annual review due to any issues with the student's progress (or a possible need for additional services).

Families of SWD will receive a progress report each quarter that details the progress their child is making towards each of their IEP goals, in addition to the annually required IEP meeting. The child's teacher(s) and related service providers will all contribute to a narrative that includes progress made and strategies being implemented to support their student. Families of SWD are also encouraged to attend parent/teacher conferences throughout the school year. The Student Services Coordinator offers to join these meetings to participate in conversations about how to best support the child.

OPCS continually evaluates whether its program is providing its SWD with services and supports that will allow them to learn at a comparable level to their general education peers. In order to do this, the Head of School and Student Services Coordinator, with support from the Hebrew Public Director of Student Support Services and Director of Data and Analytics will review and analyze disaggregated standardized data from NWEA MAP and Connecticut state assessments for SWD and general education students. This team will be able to assess how well the school's special education program and overall instructional program is closing the opportunity disparities between SWD and their non-disabled peers in order to inform strategies to support increased growth and achievement among SWD, including increased differentiation to ensure SWD have access to the curriculum and are making comparable progress with the general education population, or modifications to the special education program and general education program, as needed.

Eligibility for Section 504 Services

For students requiring a 504 Plan under Section 504 of the Rehabilitation Act of 1973, OPCS will create a 504 team. The team will be composed of members from the MTSS team, and will identify students qualifying for Section 504 accommodations. The team is responsible for the identification and periodic review of students qualifying for accommodations under Section 504.

Staff and teachers will gather data such as assessments, observations, student work, medical records, and other data to identify and support monitoring progress of students with 504 plans. Students with 504 plans will be supported through the MTSS process as necessary and appropriate. The MTSS process emphasizes strong, rigorous, high-quality Tier 1 instruction, as well as small group instruction and differentiation. Our assessment plan uses universal common assessment and our data-driven instruction plans allow us to monitor progress of students. During common planning time, teachers will ensure that students are receiving supports and interventions as necessary. Through our progress monitoring, we ensure that students who potentially need a 504 plan, but who do not need an IEP, are identified. Decision making is based on data from assessments, including benchmarks, formative assessments, social-emotional learning data, and other data such as student work and observations. Additional supports will be given if necessary. The school will be responsible for implementing 504 Plans and documenting the student's progress. Section 504 screening evaluations would determine needed supports in different suspected disability areas, including social-emotional, behavioral, and academics.

d. Parent Engagement. OPCS will ensure that parent outreach will inform the parental community about OPCS’s special education program and provide information to parents on how to request evaluation when parents suspect a disability may be affecting their child’s performance. OPCS’s marketing materials includes language that assures parents of OPCS’s obligation to serve all students, regardless of level of need and to provide the continuum of special education services and related services as required in an IEP or 504 plan.. Per our research of the predominant languages spoken at home in the Stamford area, we will conduct outreach with materials in English, Spanish, Haitian-Creole, and Ukrainian (along with other languages that have particular prevalence within the community, as necessary).⁸⁹

The Head of School or his/her designee will offer parents and family information regarding training activities and publicize the availability of such activities to all parents (including trainings in the areas of behavior support, MTSS, inclusive practices, transition, assistive technology, and autism). Parent input will be sought to determine what parent trainings are needed/desired. OPCS will conduct Child Find and outreach activities to inform the parents of its special education services and programs and the manner in which to request them. Our Child Find effort will include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities. Efforts will be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

OPCS will collaborate with the nexus school district with respect to the district’s obligation to notify parents in writing at least five days prior (and translated for Limited English proficient families) whenever it proposes to initiate or change the identification, evaluation, educational program or placement of a child, or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice will be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

All parents of students referred for evaluation receive a Procedural Safeguards Notice that delineates their rights associated with IDEA, as required by law. During each subsequent IEP review, parents will receive comparable written notice outlining their rights as parents of SWD. During regular informal conversations, the MTSS team ensures that parents understand that the referral/evaluation process is for information-gathering purposes only and that no special education services can be provided without initial and ongoing parental consent. Similarly, notice of procedural safeguards will be provided by OPCS to parents when the school’s 504 Team makes a Section 504 accommodations decision. In addition, parents may examine records relevant to their child’s 504 Plan.

3. ENGLISH LEARNERS/MULTILINGUAL LEARNERS

a. Identifying and Serving English Learners/Multilingual Learners. In addition to our inquiry-based model and differentiated supports, to best support our ML students, OPCS will use components of a Sheltered Instruction Observation Protocol (SIOP) model. We will use primarily push-in supports, with some pull-out for students for English Language Development (ELD). Newcomers will be supported mostly through push-in during math and ELA, but may have additional pull-out ELD courses (during ELA and Math), and will have push-in support during the rest of the courses. More information on the supports and interventions for MLs are detailed below.

⁸⁹ Vaughan, S. (2019, October 14). 75 Home Languages Spoken by Stamford Students. *Stamford Advocate*.
<https://www.stamfordadvocate.com/news/article/75-home-languages-spoken-by-Stamford-students-14515635.php>

OPCS has the following goals for ML students, and we will try to meet these goals through our comprehensive approach and systems for teaching MLs. The first goal is to establish a welcoming and inclusive educational environment. This is done by creating a school culture that values and respects linguistic and cultural diversity. We would also ensure all staff are trained in cultural competency and inclusive practices. Another goal is to develop language proficiency in our ML students. We will support MLs in improving their English language skills across listening, speaking, reading, and writing and we will integrate language development goals into content area instruction. The third goal is fostering academic achievement by ensuring MLs have access to grade-level content and are progressing academically and providing targeted support and interventions to address learning gaps. We also want to promote the social-emotional well being of our students by addressing the social and emotional needs of MLs to help them adapt to the new school environment. Finally, we would want to consistently engage families and our community by involving families in the educational process and create partnerships with the community. We will measure these goals via progress on the LAS assessment, via informal and formal observations and student work, unit assessments, and surveys. We will track these goals during weekly common planning time with teachers, during quarterly data step backs (leadership) and via the board dashboard (quarterly).

OPCS will follow the English Learner/Multilingual Learner Identification Process set forth by CSDE,⁹⁰ along with providing the safeguards set forth in the CSDE's bill of rights for parents and guardians of students who are MLs. OPCS will determine if a student is a potential ML student by administering the Home Language Survey (HLS), which explores the primary language used in the home, the language most often spoken by the student, and the language the student first acquired.⁹¹ Subsequently, we will review the HLS results to determine if the student may have a primary or home language other than English and, consequently, may be a ML. If one or more responses to the questions on the HLS indicate a language other than English, the student will be assessed with an English language proficiency screener (i.e., the LAS Links Placement Test 2nd Edition) to determine ML status. Any student scoring Not Proficient or Approaching Proficient (levels 1-3) will be identified as an English Learner. The identification process (HLS and LAS) will be administered by educators that are trained to administer those assessments.⁹²

Parents of students who are classified as MLs will be notified of their eligibility to receive language support services, informed of their children's program options, and apprised of their right to refuse services. (OPCS will translate all documents). If the parent chooses to have the student remain at OPCS, they will receive an explanation as to how ML services will be provided at OPCS. The student is provided a special language instructional program (see below) that is designed to teach English, support the home language, and teach the general curriculum as outlined in the ML standards. Parents will be notified via letters and teachers conferences in families' home languages and shall receive such notices consistent with the safeguards set forth in the CSDE's bill of rights for parents and guardians of students who are MLs.

OPCS will follow the guidelines by CSDE to support the learning needs of MLs, including evidence-based practices such as SIOP, alignment to standards, extensive supports, and data-driven instruction.⁹³ Service hours will be aligned to individual student needs and Connecticut service requirements determined by language levels

⁹⁰ CT.gov. *English Language Proficiency Assessment-LAS Links*.

<https://portal.ct.gov/sde/student-assessment/elp-assessment/english-language-proficiency-assessment---las-links>

⁹¹ CT.gov. *Identification and Exit Procedures*.

<https://portal.ct.gov/sde/english-learners/english-learner-multilingual-learner/identification-and-exit-procedures>

⁹² CT.gov. *Identification and Exit Procedures*.

<https://portal.ct.gov/sde/english-learners/english-learner-multilingual-learner/identification-and-exit-procedures>

⁹³ CT.gov. *English Learner/Multilingual Learner (EL/ML)*. <https://portal.ct.gov/SDE/English-Learners/English-learner-Multilingual-learner>

(which are determined by scores on the LAS).⁹⁴ These pull-out sections will also provide direct ELD instruction in alignment with Connecticut service hours (Newcomers: Daily for at least 1 hour, Level 1: 4-5 days per week for at least 30 minutes, Level 2: 3-5 days per week for at least 30 minutes, Level 3: 2-5 days per week for at least 30 minutes).⁹⁵

OPCS anticipates its ML enrollment to be similar to the district (approximately 17%), and for the home languages to be similar to SPS (mostly Spanish, Haitian Creole and some Ukrainian, with smaller populations of other languages). To move MLs to English proficiency as quickly as possible, OPCS will use components of SIOP strategies in both a push-in and pull-out model. Please see Section III.3.e below on staffing for MLs. SIOP is an approach for teaching content to MLs in strategic ways that makes the subject matter comprehensible by addressing different modalities of learning (e.g. visual, tactile, auditory), while promoting English language development.⁹⁶ In this way, teachers make grade level content accessible to MLs without watering down the curriculum. Research of ML programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include sheltered English instruction.⁹⁷

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY-Binghamton's School of Education wrote in her report entitled, *Sheltered Instruction: Best Practices for MLs in the Mainstream*, "Sheltered classes can be team-taught by an ML teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction." Since OPCS we employ both push-in teacher SIOP delivery models and pull-out ELD support, we will build the capacities of our classroom teachers to implement SIOP in times when they are without the push-in support of the ML teacher. In the push-in model, instruction requires effective collaboration between the ML teacher and classroom teacher, supported by professional development for all teachers working with MLs—not just the ML teacher. Through this collaboration and targeted professional development, the classroom teachers will deepen their knowledge of and skills in sheltered instruction strategies that effectively reach MLs, helping them develop English language without falling behind in content knowledge. There is common planning time weekly that provides ample opportunity for collaboration between all instructional staff in each grade level, including between general education, specials, and Hebrew teachers with the ML instructional staff, where they can collaborate to develop a plan of action and to monitor ongoing progress towards English proficiency and school accountability goals. This training will become a standard part of OPCS's annual professional development plan. The staff development program will enhance staff appreciation for the MLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for MLs; and introduce techniques to improve communication with parents and guardians of MLs. Professional development will also address the needs of MLs by emphasizing differentiation and ongoing assessment of work. This planning is facilitated by their respective Academic Deans, Student Services Coordinator, and the Director of Student Support Services (network), with support from the Hebrew Public instructional team. This is also a time for the MTSS team to report their observations and make any recommendations about any ML who may be struggling with English language acquisition.

⁹⁴ CT.gov. *English Learners in Connecticut Public Schools*. https://portal.ct.gov/-/media/sde/english-learners/el_adminguidelines.pdf

⁹⁵ CT.gov. *English Learners in Connecticut Public Schools*. https://portal.ct.gov/-/media/sde/english-learners/el_adminguidelines.pdf

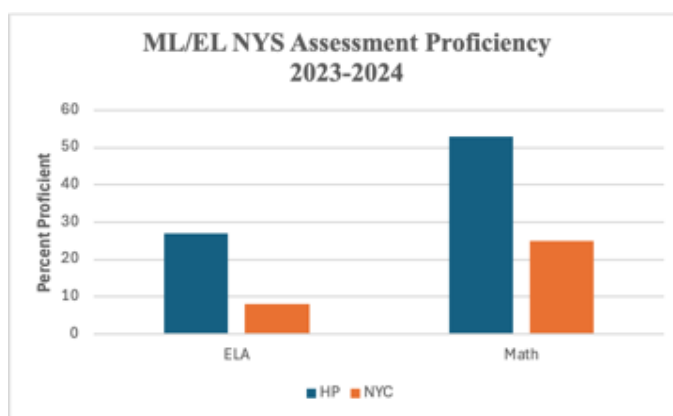
⁹⁶ Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Center for Applied Linguistics.

⁹⁷ Cummins, J. (1989). *Empowering minority students*. California Association for Bilingual Education.

Given that OPCS teaches Hebrew, it is important to address ML English language acquisition in this context. Jennifer Eddy, PhD, Associate Professor and Program Director of World Language Education at Queens College reported that, “Many countries have implemented two or more languages in the curriculum for some time. Children throughout Europe grow up speaking more than one or two languages and acquire them concurrently with the dominant language from childhood. It is only in the US that some educators hold the myth that acquiring another language (the home/heritage/community language and any subsequent one) will hinder progress in the dominant language (in this case English).” Although OPCS is not a Dual Language Immersion program, the research supports learning additional languages alongside English, as well as providing support in the home language.

Dr. Eddy points to the 2013 Social Policy Report—endorsed by the American Academy of Pediatrics, “Multilingual Children Beyond Myths and Toward Best Practices”⁹⁸ and authored by professors in the fields of Applied Psychology, Psychology, Pediatrics and Population Health, Education Studies and Early Childhood Education from NYU, Temple, University of Massachusetts Lowell, NYU Medical Center, UC San Diego and others—that supports the idea that early, high-quality exposure to multiple languages results in enhanced child language outcomes. The study points to other research that found code-mixing, or using words from different languages in one sentence or paragraph is a normal course of acquisition for MLs. The kinds of words children learn and the relations between their vocabulary and grammatical development in each language show the same patterns as are seen in monolingual development. If opportunities to learn more than one language exist early on, children learning multiple languages will not be hindered in their development. This study cites other research that found “multilingual children are not at a cognitive disadvantage; to the contrary, there is a large body of work that suggests that being multilingual fosters children’s ability to think about language per se, leading to increased metacognitive and metalinguistic skills.”⁹⁹

Importantly, ML data from Hebrew Language Academy Charter School and Hebrew Language Academy Charter School 2 show that their ML students are outperforming ML students citywide, as the following graph¹⁰⁰ illustrates:



⁹⁸ McCabe, A., Bornstein, M.H., Guerra, A.W., Kuchirko, Y., Páez, M., Tamis-LeMonda, C.S., Cates, C.B., Hirsh-Pasek, K., Melzi, G., Song, L., Golinkoff, R., Hoff, E. and Mendelsohn, A. (2013), Multilingual Children: Beyond Myths and Toward Best Practices and commentaries. Social Policy Report, 27: 1-37. <https://doi.org/10.1002/j.2379-3988.2013.tb00077.x>

⁹⁹ Bialystok, E. (2007). Acquisition of literacy in multilingual children: A framework for research. *Language Learning*, 57(1), 45-77. doi: 10.1111/j.1467-9922.2007.00412.x

¹⁰⁰ Note the data in these charts for all HP schools, NYC, the local CSD and NYS only include students classified as ELL in 2022-23 and do not include students who were declassified as ELL in the prior two years (“Former ELL”).

b. Supporting a Responsive General Education Classroom. ML students will receive the same academic content and be held to the same academic standards as native English speaking students. All students will have equal access to all programs and services including instructional services (e.g., tutoring); support services (e.g., guidance and counseling); school programs, including music, art, vocational, and technology programs; and extracurriculars, including athletics. Recognizing that ML students bring an array of talents and cultural practices and perspectives that can enrich our school and society, students will maintain and enhance their native language skills through cultural enrichment opportunities throughout their time at OPCS. In accordance with Connecticut law, we will also provide support in the home language and a bilingual (other than English) teacher if we have 20 or more students enrolled in the school, sharing the same home language. We intend to hire bilingual teachers, and if they cannot be hired, we will support students in the home language through translation services, SIOP strategies with a TEOFL teacher, and online programs such as Imagine Learning. Bilingual support and teaching will occur as push-in services during ELA class.

OPCS teachers will use the State of Connecticut English Language Proficiency Standards in addition to the WIDA English Language Development Standards (ELDS) as the foundation for its ML instruction.¹⁰¹ These standards are implemented through using language standards in each lesson plan and teachers internalize these through weekly common planning time and professional development on unit unpacking, and intellectual planning and preparation. Furthermore, general education curriculum such as Foundations, Eureka Math, and EL are designed with accommodations and scaffolding that allow MLs to access these curricula regardless of their level of English proficiency. The ML teacher will ensure teachers receive training to identify and implement these SIOP strategies (e.g. language objectives, increasing wait time, adjusting pace of teacher talk, sentence stems, graphic organizers, bridging content and building connections to the home cultures and languages, visual models, modeling, use of repetition, rephrasing, visual aids, explicit vocabulary instruction, ensuring students “produce” language both written and orally, and use of concrete materials).

Since OPCS seeks to avoid MLs missing content instruction and access to grade level materials in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English language development in the context of the particular content course. So, for example, if a group of MLs are being pulled from the social studies portion of the Humanities block for small group English acquisition-focused instruction, the ML teacher plans in advance with the classroom teacher to develop lesson plans around the content being covered that day in the social studies class, to ensure equal access to the curriculum for MLs. ML teachers will collaboratively differentiate lessons with the general education and special education teachers during common planning time. Teachers also have two preparatory periods per day to plan and differentiate.

In the push-in model, the ML teacher plans and works collaboratively with the classroom teacher to integrate language and content and infuse socio-cultural awareness to scaffold instruction. The ML teacher guides students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction, beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions where otherwise discourse might be beyond their language proficiency level.¹⁰² Another way the ML teacher or classroom teacher would use SIOP within the classroom is by adjusting instructional tasks so they are incrementally challenging

¹⁰¹ CT.gov. *State of Connecticut English Language Proficiency Standards (CLEP)*.

https://portal.ct.gov/-/media/sde/english-learners/celp_standards.pdf https://portal.ct.gov/-/media/SDE/English-Learners/CELP_Standards.pdf.

¹⁰² Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt. *The child's conception of language* (pp. 241-256). Springer-Verlag.

(pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.¹⁰³ Through these strategies, teachers can socialize students to the academic language setting.

Importantly, the Inquiry-Based Learning (IBL) instructional model employed by teachers serves as a powerful tool to support MLs. This model facilitates highly individualized instruction based on ongoing assessment to address the diverse needs of MLs. It supports the incorporation of SIOP for MLs by providing opportunities for teachers to meet with MLs before independent work begins and while they are working independently or with a peer. The IBL model encourages collaborative activities and student partnerships. Teachers strategically partner MLs with other students during science, math, and social studies to further scaffold MLs, encourage language role models, and provide additional social and emotional supports.

Many MLs possess first language and literacy knowledge and skills that can enhance their acquisition of language and literacy in English or another second language. OPCS's ELA instructional materials are designed to specifically support the English language development of MLs. These materials adopt strong phonics-based approaches with rich content, making them well-suited for a SIOP approach. Foundations, one of the selected curricula, equips teachers with the necessary tools to effectively engage children with language and print. Eureka and EL also provide modifications and supports for MLs.

Number Stories and Eureka Math both lend themselves to strong implementation of ML strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects, which will help our MLs “connect” abstract concepts to language. Furthermore, the Inquiry-Based Learning (IBL) structure and the OPCS curriculum, especially in the early grades (K-2), inherently lend support to ML students, considering that all students in this grade level are at various stages of developing their English language skills. Students in grades K-2 will engage in interactive read-aloud sessions that explore concepts in math, science, and social studies through literature presented in "Big-book" and lap book formats. To reinforce understanding, student partnerships will revisit these readings, engaging in repetition and reviewing the material collaboratively. These stories will incorporate oral language activities, such as picture walks, enabling children to interact through gestures, coloring, writing, and speaking as part of the broader IBL approach.

In Hebrew, the proficiency approach is consistent with our approach. Because Hebrew is taught by the Hebrew teacher solely in the Hebrew language, there is no need for an ML instructor to support instruction. All OPCS students, English-only speakers and non-Hebrew MLs alike, are “Hebrew Language Learners.” OPCS teachers are aware of the processes involved with the acquisition of a new language. MLs are on a level playing field with other “Hebrew Language Learners” and can succeed in the acquisition of Hebrew, giving them confidence in their language acquisition abilities.

c. Parent and Guardian Communication. Engaging students and their parents/guardians from diverse cultural backgrounds is, again, at the heart of the school’s mission that is diverse-by-design. In Dr. Beverly Daniel Tatum’s work on inclusive learning environments, she references the ABCs: Affirming identity; Building community; and Cultivating leadership.¹⁰⁴ This work will begin by building on the diversity of the founding coalition to recruit, and support a faculty and staff that reflect the diverse cultural backgrounds of the students we serve. To ensure that parents of at-risk students feel welcomed as integral community members, OPCS will

¹⁰³ Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 168-175.

¹⁰⁴ Tatum, B. D. (2007). *Can We Talk about Race? And Other Conversations in an Era of School Resegregation*. Beacon Press.

be sensitive to the needs of parents (for example, those who have work or childcare constraints, which make it hard to attend parent-teacher conferences at typical times) by offering a flexible schedule to attend parent teacher conferences, PTO meetings, and other events that engage them in the school community, along with providing the safeguards set forth in the CSDE's bill of rights for parents and guardians of students who are MLs.

Building on the initial outreach efforts conducted in multiple languages, OPCS will ensure two-way parent communications, meetings, and events are accessible to non-English speaking parents through translators. To ensure that we meet the needs of non-English speaking families, OPCS will administer a Home Language Survey with all enrollment materials (which will be collected after the lottery) to understand the needs of every single family individually and ensure that the school will be prepared to provide the necessary accommodations to ensure all families are fully engaged. OPCS will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers, and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, OPCS will hire a translation service, including translation for online platforms. The HP team has a demonstrated track record of making this kind of investment in translation services as they have engaged such a service provider to translate all the documents to inform the community of the proposed charter school into a number of the languages spoken in linguistically diverse Stamford. Finally, the school will ensure that interpreter services will be available for IEP team meetings and that any evaluations conducted to determine eligibility for special education will also include either bilingual evaluators or translation services.

In terms of two-way communication, and not only communicating to families, but with families, OPCS has a number of family engagement events that we will incorporate into our calendar and which will include translation. All of these events include translation services and/or are led by staff members who are proficient in the languages of families. Examples are: coffee chats with the Head of School to ask questions and get updates, office hours for the Head of School, small group discussion based on areas of interest (example: state testing), parent volunteer meetings, and when the Parent Teacher Organization is established, monthly PTO meetings. Additionally, OPCS will survey families twice per year (in all the home languages) to gain feedback on programs, supports, and academics.

Families will be notified as to language progress by LAS scores sent home each year and it will be discussed in family conferences three times per year.

Please see Section III.1.c for more information on how OPCS will engage families.

d. Monitoring and Evaluating Program Effectiveness. OPCS will continually assess academic programs and services for MLs at all levels using multiple, fair, and equitable measures. OPCS will use this information to determine student academic progress, as well as the level of English language acquisition. The progress of MLs is based on reviewing multiple data points to gain an overall picture of the student's performance and the impact of their language ability on their performance. When an ML receives services, progress is monitored on a regular basis by reviewing curriculum-based assessments, grades, school-wide assessments (e.g. NWEA MAP), and observational rubrics in order to determine whether our program is effective in improving our students' English proficiency levels and to ensure that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, we will disaggregate assessment results by ML and non-ML students at every possible opportunity and use that data to continuously improve our instructional

strategies. Data from the LAS assessment will be triangulated with progress monitoring results and Connecticut state assessment performance. In common planning time by grade level, teachers (including the ML teacher) will monitor progress of ML students based on assessment (interim and summative) data, student work, and observations, and will create and modify plans for support. Additionally, teachers will use the results of assessment to re-teach and/or differentiate instruction, and to compare data to non-ML peers to ensure fidelity and effectiveness. Data and progress on assessments will be used to evaluate the effectiveness of the program and supports. Teachers and staff will keep the following research-based best practices in mind when measuring progress: student accents and pronunciations should be considered when scoring assessments given in English and appropriate interpretations should be provided when words are mispronounced, scoring will not be affected negatively for dialect, students may be simultaneously learning reading while learning word meaning (vocabulary) which may later slow down fluency, and it may be necessary to give assessments in the home language to ensure we are assessing literacy not language.¹⁰⁵

If an ML student fails to show appropriate progress, modifications to the instructional program may be made. For students not yet meeting grade level expectations, we will create an MTSS plan (academic, behavioral/SEL or both). See Section I.4.e on MTSS. Students will be identified as needing additional supports, in line with MTSS, beyond Tier 1. Interventions will be delivered in small groups, aligned to the SIOP model, and may include: more time, additional direct instruction, explicit language instruction, and more opportunities to practice and “produce” language both orally and in writing.

For a student to exit ML status and no longer receive English language acquisition support, he or she must reach the state-mandated exit requirements. In Connecticut, this means a student must achieve three scores on the LAS Links that demonstrate language proficiency, (a) an Overall Level 4 or 5; (b) a Reading score of 4 or higher; and (c) a Writing score of 4 or higher.¹⁰⁶ When a student meets the criteria to be reclassified as a former ML, the ML teacher continues to monitor them formally for two years, and informally for a total of four years. If a student starts to struggle, the ML teacher can work with the parent and staff to determine if the source of the struggle is related to a language barrier and not just an academic need. Based on individual needs, the student will continue to receive ML services, including testing accommodations on summative and standardized assessments in accordance with Connecticut guidelines. OPCS’s key design element of differentiated instruction that supports all learners is especially important for former MLs who may continue to need support in accessing the general education curriculum.

OPCS will conduct an annual evaluation of its ML program to ensure that the program is supporting students in making progress both in the acquisition of the English language and making progress in the school’s core curriculum. To determine if program modifications are necessary, OPCS will evaluate disaggregated data for ML students on standardized assessments and non-standardized assessments against that of English proficient students. OPCS will also use additional data from classroom observations and evaluations of the ML teachers and Student Services Coordinator in determining if ML are receiving effective instructional support. OPCS will also track students longitudinally after they exit ML classification, to compare the growth and achievement of former MLs with non-ML students, as measured by Connecticut State assessments and NWEA MAP assessments, to inform further modification and differentiation needed in OPCS’s overall instructional program. Finally, OPCS will track how many ML students have been declassified and how many instructional years it took for them to be declassified to determine if modifications need to be made in order to decrease the time frame in which students achieve English proficiency sufficient to be declassified.

¹⁰⁵ Short, D., Vogt, M.E., & Echevarria, J. (2011). *The SIOP Model for Teaching History-Social Studies to English Learners*. Pearson.

¹⁰⁶ CT.gov. *English Learner/Multilingual Learner (EL/ML)*. <https://portal.ct.gov/SDE/English-Learners/English-learner-Multilingual-learner>

e. Meeting State and Federal Requirements. OPCS will have on staff appropriately certified and qualified ML teachers to work in collaboration with general education teachers to support MLs in the development of the English language and simultaneous acquisition of content knowledge in core courses. To serve these students, HP will expect ML teachers to have at least a BA or BS degree (with a MA or MS degree preferred) and to be a Connecticut State Certified English as Second/New Language teacher, have at least two years of experience as an ML teacher in a K-8 environment and a demonstrated understanding of and experience in sheltered instruction techniques. General education teachers will also have training in sheltered instruction. Should there be 20 or more students in the school who speak the same home language (other than English), the school will hire bilingual certified teachers. If we cannot find bilingual certified teachers, the school will request a waiver from the state to hire ML teachers who have the Teaching English to Speakers of Other Languages (TESOL) certificate, and support students using online coursework. The ML teachers will be a part of the MTSS team along with the special education teachers and other interventionists, headed by the Student Services Coordinator. The Student Services Coordinator will be responsible for overseeing and evaluating the effectiveness of the OPCS's ML instructional program and will oversee the ML teachers. Working with the Academic Deans, with support from the Hebrew Public instructional team, the Director of Student Support Services at the network will direct and facilitate collaboration and planning among ML teachers and general education, specials, and Hebrew teachers.

ML teachers will provide push-in and pull-out services. As the school grows, OPCS will review its caseload projections each spring, and add additional part-time or full-time ML teachers depending on the size of the caseload. Hebrew Public will also identify any content teachers who possess a secondary ML Program Specialist credential and can therefore provide additional services. By Year 2, the Student Services Coordinator can also assist with screening and parent interview activities as part of the identification process. The ML teachers will work with the Director of Data (network) and the Director of Operations (school) to ensure timely data reporting to the state regarding students who are both actively receiving services, as well as students who have been reclassified for a period of four years.

Under the supervision of the Student Services Coordinator, the ML teachers will be responsible for implementing all components of the Language Instruction Educational Program (LIEP) and will make decisions around the program's model based on what is appropriate for individual students.

OPCS will include PD for MLs for all teachers as a part of the annual PD plan. The ML teachers will also lead professional development for general education teachers of MLs, and collaborate with these content teachers throughout the year to ensure that content is made accessible to MLs and to monitor the progress of MLs. PD will enhance staff appreciation for students' native languages and cultures; provide information on the instructional techniques, methods, strategies and support services for MLs, including the SIOP model; and introduce techniques to improve communication with parents of MLs. PD will also address the needs of MLs by emphasizing differentiation and ongoing assessment of work.

When it comes to Hebrew Instruction, which is taught solely in Hebrew, all students are considered to be Hebrew Language Learners, and the Hebrew teachers will utilize best practices involved with the acquisition of a new language.

4. ADMISSIONS POLICY AND CRITERIA

a. Admissions Policy and Criteria. OPCS will be open to any child who is eligible under the laws of Connecticut for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools and governing admission to a charter school. New students will be admitted each year to OPCS annually through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion, language proficiency, or athletic ability.

Beginning on October 1 of each year, OPCS will advertise an open application and provide families with opportunities to meet staff and learn more about the school. Families may submit applications until March 1 of the following year. If, as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. Should a lottery be required, all families who applied to the school will be informed of the details of the lottery, including the date, time, and location where it will be held. OPCS will not carry the waitlist over after the conclusion of a school year. OPCS will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. This lottery will be held annually on or about March 15 and will be observed or conducted by an outside third-party via our enrollment system SchoolMint, which serves as both our online enrollment system and lottery randomizer. Both the Head of School and the Director of Operations and Finance will be present for the lottery and both parties are equally responsible for ensuring all applicants are accounted for throughout the process.

Students who do not secure a seat through the random lottery will be placed on a waitlist in the order that their names are drawn. This waitlist will be the only official, legal document identifying the names of grade-eligible students with applications to OPCS pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year's waiting list will expire annually at the lottery drawing. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, OPCS will contact the parents of the next student on the waitlist. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and to get confirmation of whether the student is still interested in enrolling at OPCS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, OPCS may remove that student from the waitlist. OPCS will maintain documentation of the attempts made to contact the parents of any student removed from the waitlist. Waitlists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create new waiting lists.

Currently enrolled students will be exempted from the lottery process should they choose to remain at OPCS. In accordance with Conn. Gen. Stat. § 10-66bb, OPCS will offer an admissions preference to siblings (defined as children having one common parent) of currently enrolled students. No application fees will be charged, and the application will be made available in English, Spanish, Haitian Creole, Ukrainian, and, as necessary, other languages that have particular prevalence within the community. OPCS will accept new students at all grade levels.

b. Student Recruitment Policy. As described throughout this proposal, Hebrew Public's schools are diverse-by-design. Our efforts to recruit and enroll student populations diverse in their racial, ethnic, and socioeconomic composition have resulted in the creation of some of New York City's most integrated schools. We take great pride in our outreach efforts to the parents of SWD and MLs, and we deliberately engage in high-touch recruitment efforts in neighborhoods and specific community settings that are likely to produce a

demographically representative student population. Across our network in 2024–25, 59% are Economically Disadvantaged, 17% are eligible for special education services, and 14% are MLs. 52% percent of our students are Black, 21% are White, and 10% are Hispanic. 64% percent of our students are high needs, ~1% have behavioral and social difficulties, and 17.4% (who are not SWD or ML) have a history of low academic performance in math and 25.9% in ELA .

We are encouraged by the diversity in Stamford Public Schools. OPCS will seek to leverage its robust community outreach efforts to generate a similarly diverse student population. Hebrew Public’s External Relations team started building awareness and interest among prospective families during the winter of 2024. We engaged a local community organizer with deep ties to the community. We hosted four open houses/information sessions (virtually and in person) and attended over 20 community events and locations where we gave out information. We also sent press releases to several local radio stations and newspapers in multiple languages, and posted on social media. This resulted in ~203 signatures, ~5 letters of support, and ~40 parent surveys. Please see Appendix U for these documents. While our multifaceted recruitment and retention plan is summarized in this section, it should be noted that the most impactful student retention efforts are the ones that take place almost imperceptibly on a daily basis. Because we are a diverse-by-design school, this includes enrolling students who are considered “at risk,” and we strive to create a student body that is inclusive of all students, including those furthest from opportunity.

Earning and sustaining the trust of our families, meeting their expectations for the type of education that their children are receiving, and communicating clearly and consistently about not only *what* students are learning but *why* and *how*—those are the pillars of our approach to retaining the students that have already enrolled at our school. Our recruitment efforts include the following:

Canvassing Plan: As a diverse-by-design school, we will make sure every family in the district knows about our school option. We have systematized the tracking of our site visits using a list of places of interest that includes preschools, community-based organizations, recreation centers, community centers, houses of worship, after-school programs and daycares, special education advocates, apartment complexes, supermarkets, parent groups, pediatricians’ offices, and other spots where there were school-aged children (playgrounds, beaches, farmers markets, etc). When visiting sites, we schedule time to return and offer to set up information sessions. The school will be intentional in its recruitment, especially for at-risk and high needs students, and specifically state that due to our diverse-by-design model, we are looking for SWD, MLs, and other at-risk students. We will rely on direct outreach as a primary method for recruitment.

Surveying families: We have surveyed families in several languages (including English, Spanish, Haitian Creole, and Ukrainian) to gather information on the needs and desires of families in terms of a new school, specifically academic and social emotional needs as well as school structures and supports.

Marketing Material: We created marketing materials such as brochures, postcards, flyers, and swag, in multiple languages, that we share through various mediums. Our recruitment information includes all outreach dates for prospective families on a mini calendar.

External Events: Hebrew Public targets external events like preschool open houses, block parties, community events, and holiday celebrations. We purchase sponsorships, advertisements, and/or tables to engage with families and share marketing materials.

Open Houses and Campus Tours: We will have informational meetings for all interested families. Should we receive sufficient interest, we will organize one or more trips to one of our existing campuses (either in New York or in Philadelphia) for prospective parents to observe our model in action. The objective of these school

visits would be not only to expose the parents who make the trip to the Hebrew Public program, but to cultivate local champions whose credibility would confer weight to their endorsement.

Prospective Parent Newsletter: Once a family submits an application, they will be automatically added to our biweekly prospective parent newsletter. Biweekly newsletters allow prospective parents to stay connected with our school during recruitment season.

Advertisements and Print Media: In addition to canvassing and outreach, we will market the school by leveraging social media and traditional media such as radio and newspapers (including those in Spanish and Haitian Creole). We rotate our advertisements regularly so parents consistently see new materials. We have developed great expertise in this area and will target our campaigns to achieve maximum results.

Postcard Mailers: We will purchase targeted mailing lists to invite families to apply and visit us. Usually, our recruitment cycle consists of four postcard mailings for a year, in December, January, February, and March.

Summer Activities for New Families: Post-lottery, we continue to engage with families through ongoing communications and event invitations. We plan and execute several events. Examples from other schools include a color and sip party, a cookie decorating party, and an Israel carnival.

Evaluation: Of course, the best evaluation of our work is how many students enroll as a result of our recruitment activities. Our interim assessments include:

- Analyzing digital ad performance, email open rates, ad clicks
- Reviewing “how did you hear about us?” field on the enrollment form
- Parent feedback (formal and informal)
- Ongoing tracking of number of applicants

c. Reducing Racial, Ethnic, and Economic Isolation. As described at length throughout this proposal, Hebrew Public’s “diverse-by-design” approach represents an intentional effort to reduce racial, ethnic, and economic isolation. Hebrew Public intentionally strives to create schools that draw from multiple or diverse neighborhoods and whose student body reflects significant diversity of race, national origin, socioeconomic background, culture, language, and special needs. OPCS will promote a community where all students feel safe to take the risks necessary to thrive. We will do intentional community building, as well as intentional teaching of global citizenship skills through service-learning projects, kindness projects, morning meeting and advisory, and daily reflection opportunities. OPCS will provide parents with assurances that any after school and extra-curricular programming offered will be accessible to all students. For instance, OPCS will offer financial aid for parents to send their students to after school and extra-curricular programs on an as-needed basis. Information on all OPCS afterschool and extra-curricular offerings will be provided to all parents, including in the languages spoken by our non-English speaking parents, so that all parents are given the opportunity to enroll their children.

5. STUDENT DISCIPLINE POLICIES

a. Behavior Management System. Hebrew Public sets high standards for student behavior. All students have rights, and responsibilities—to classmates, teachers, and school. When behavior concerns are recognized, the guidelines below provide objective guidance that the schools will use as their approach to these concerns. Hebrew Public staff have a shared commitment to:

- Ensuring the right of all students to learn in a safe environment;
- Using and participating in consistent, schoolwide prevention and intervention, focusing on instruction and restorative practices;

- Promoting shared responsibility throughout the school by means of problem solving and collaborative conversations;
- Acknowledging and honoring individual student’s identities and developmental needs;
- Seeking to model, teach, and reinforce students’ and adults’ social-emotional learning (self-management, self-awareness, social awareness, relationship skills, and responsible decision making) and;
- Involving a cooperative and collaborative effort among students, parents or guardians, and staff.

OPCS will cultivate a safe, secure, and orderly environment. We will create and maintain a school community grounded in mutual respect and fairness, the core tenets of a successful democracy. As we are committed to creating a socioeconomically integrated school, we believe that there is an array of additional benefits for all students from attending diverse schools in terms of social capital, cross-cultural communication, empathy, and appreciation of difference.

Hebrew Public believes that strong relationships and classroom community building are essential pillars for creating learning environments. OPCS’s behavior management system will be based on relationships, and using proactive and reactive techniques to ensure all students are safe, comfortable, and learning. Hebrew Public knows that early intervention is essential to managing student behaviors. In some instances, this may mean that teachers address a minor off-task misbehavior before it escalates. Other times, teachers may need to develop interventions that will prevent misbehaviors from occurring. OPCS’s goal in addressing misbehaviors and maintaining safety is to respond to all behavior issues with fairness and consistency, and to ensure the safety of all. When behavior issues do occur, OPCS utilizes a tiered behavior management system in the classrooms and across the school. This means that students are given different levels of support dependent on their individual needs.

Along with student assessment data, teachers will also monitor behavior, attendance, and social-emotional needs in weekly common planning time in collaboration with special education and ML teachers. This includes behavior management plans when necessary, and using referral and Child Find processes. Monitoring for behavior and social emotional learning will be part of our MTSS process. See progress monitoring in Section I.5.e as well as the MTSS process in Section 1.4.e above.

OPCS will annually evaluate the extent to which its stakeholders perceive its student learning environment to be safe and strong using an internally developed school climate survey. OPCS leadership will evaluate the survey results, which will be reviewed by the Governing Council and discussed alongside OPCS’s annual accountability goals. The Social Worker will keep a record of all student disciplinary incidents. These data are analyzed to determine consistency across teachers and grades and to identify topics for staff development. OPCS leadership and staff will also regularly analyze school-wide behavioral and disciplinary data, including disaggregating by all subgroups (including race, gender, ethnicity, high needs, SWD, and MLs) to look for patterns of disparate impact, and evaluate the school environment to ensure it is safe and conducive to learning.

b. Discipline Policies. OPCS will work hard to ensure that the school is a place where all students can learn and teachers can teach in a safe, secure, and orderly environment. We define “discipline” as helping children develop self-control and self-motivation in a safe school community. We have developed a framework that addresses student behavior and its causes, and the maintenance of order within the school and while people are engaged in school activities. The discipline policy sets forth the policy of the school regarding how students are expected to behave when participating in school activities, on and off school grounds, and how OPCS will

respond when students fail to behave in accordance with these rules. Responses to student behavior may include those focused on:

- **Diffusion:** helping the student or students to calm down, take a breath, and prevent escalation of behavior.
- **Reflection:** helping the student or students involved to reflect on the incident and on their behavior.
- **Restoration:** restorative practices focused on repairing the harm caused to the school community, classroom, or individual student relationships.
- **Exploration:** for example, exploring the potential causes of behavior and partnering with family and community resources to address them.
- **Loss of privileges:** for example, the privilege of working independently.
- **Exclusion:** for example, take a break, short-term, in-school or out-of-school suspension, or expulsion.

When interventions or restorative approaches to student behaviors are attempted and the student's behaviors affect the safety or learning environment of others, additional consequences may be assigned by school personnel. Assigning consequences is the least desired option for Hebrew Public, but may be necessary based on the severity or repetition of behaviors outlined in the Code of Conduct.

In determining the appropriate consequence, school personnel will take the following steps:

- **Redirect** student behavior, if possible, to de-escalate the student and the exhibited behavior.
- **Intervene and Diffuse** to minimize disruption and/or potentially dangerous behaviors, resolve conflict, and minimize the loss of instructional time.
- **Gather information** from students, staff, and others who potentially witnessed behavior(s). (This may include the use of internal security footage and/or footage or evidence provided to staff through electronic means.) When potentially dangerous behaviors (Level 5 or 6) are reported, the designated staff member may begin gathering information by removing students from their designated educational setting.
- **Objectively analyze** all of the information gathered, while factoring in information such as the student's age, the context in which the incident occurred, intent, services received by the student, and any additional relevant or extenuating circumstances.
- **Determine** the appropriate consequence based on information gathered regarding the reported incident, as well as previous consequences assigned for similar or repetitive behaviors.
- **Communicate** the findings of the information gathered and inform the student and family of the assigned consequence. (Please see the appeals process below.)

Definition of Consequences:

- **Reprimand:** A documented verbal warning to students followed up by a parent or guardian notification.
- **Family Conference:** A conference about behavior with an administrator, parent or guardian, and possibly the student.
- **Loss of Privilege:** Loss of the ability to participate in and/or attend any extracurricular activity/event or field trip that isn't academically required/related.
- **Extracurricular Activity Suspension/Removal:** Suspension/removal from extracurriculars, including rehearsals, contests, and/or performances. In addition to these consequences, students are also subject to school discipline.

- **Community Repair:** An alternative to punitive consequences. The staff may assign the student to repair harm to the school community through a service-oriented approach.
- **Intervention Plan:** An intervention plan will be created as a result of an assessment of a student's behavioral concerns and/or behavioral patterns. This plan will be created via a multidisciplinary team in conjunction with the student and the student's guardian(s). The intervention plan will include identification of current and previous strengths, specific concerns that impede educational progress, multi-tiered systems of support and interventions, goals, and progress monitoring.
- **Reflection Time:** An assignment of 30-45 minutes in a supervised area before or after school or during lunch or recess period.
- **Suspension:** A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.
- **Long-term Suspension & Expulsion:** A long-term suspension refers to the out-of-school removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the removal of a student from school for disciplinary reasons for up to one school year.

OPCS's disciplinary policies, including our Code of Conduct, will be aligned to and in compliance with Connecticut General Statutes Section 10-233a through 233o and will be included in the Student & Family Handbook distributed to families at the start of each school year. A sample handbook, which includes a Code of Conduct and other policies have been tailored to the regulatory environment that applies to Hebrew Public's New York schools, is attached as Appendix P. All OPCS policies will be reviewed by counsel for alignment with Connecticut laws and regulations and approved by the OPCS Governing Council prior to formal adoption. We are committed to honoring the unique policy requirements that pertain to Connecticut's public schools (including public charter schools) and look forward to collaborating with CSDE to ensure OPCS's policies are fully compliant.

The Handbook outlines schoolwide routines, as well as procedures related to student behavior, tiered interventions and consequences, and school safety. In looking at the school's Code of Conduct, parents and guardians will notice that there is a wide range of potential consequences for certain behaviors. In determining the proper consequence, school personnel will keep in mind a student's age and developmental level, the nature of the incident, the context in which the incident occurred, and any relevant extenuating or exacerbating circumstances. We will also strive for an understanding of the causes of a student's behavior, and where possible take steps to help the student to develop a more appropriate set of behaviors.

OPCS will present to its Governing Council for formal adoption a Code of Conduct that largely resembles the one outlined below. It will include six levels of violations and a range of potential consequences for these different levels. Please note that while the list of violations is reasonably comprehensive, it is not exhaustive. In other words, OPCS will reserve the right to address under this code student misbehavior that is of a level of seriousness equivalent to those in the code, even where not specifically listed. A disciplinary violation can be addressed under the school's Code of Conduct while the student is:

- at school and/or on school grounds
- participating in school-sponsored activities
- waiting for school transportation
- riding on school transportation (for example, the school bus)
- riding on public transportation while on the way to or from school or to or from a school-sponsored activity

The school may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, is seriously disruptive to the educational process.

Please see definitions above of each infraction.

Level	Behavior Violations	Range of Consequences (Sanctions)
1	<ul style="list-style-type: none"> Excessive noise in the hall or building causing interruption to the learning of others Leaving the classroom without permission Engaging in any behavior that is disruptive to the orderly process of classroom instruction Loitering, or occupying an unauthorized place in the school or on school grounds Failing to attend class without a valid excuse Persistent tardiness to school or class (3 or more incidents per semester) Use of the school's network for the purpose of accessing non-educational materials, such as games and other inappropriate materials Posting or distributing unauthorized written materials on school grounds 	<ul style="list-style-type: none"> Family Conference Loss of Privilege Extracurricular Activity Suspension Community Repair Intervention Plan Detention
2	<ul style="list-style-type: none"> Leaving the school without permission Plagiarizing, cheating, and/or copying the work of another student or other source Initiating or participating in any unacceptable minor physical actions (horseplay, play-fighting) Failing to abide by school rules and regulations not otherwise listed (uniform violations, etc.) Use of profane, obscene, indecent, immoral, or offensive language or gestures Repeated disregard for the instructions or direction of school personnel, causing interruption to other students' participation in school activities Unauthorized use or possession of cellular telephones or other technology devices Engaging in a pattern of persistent Level 1 behavior 	<ul style="list-style-type: none"> Family Conference Loss of Privilege Extracurricular Activity Suspension Community Repair Intervention Plan Detention Suspension
3	<ul style="list-style-type: none"> Use of profane, obscene, indecent, lewd, immoral, or offensive language or gestures directed at students, staff, or visitors Disruptive behavior on the school bus 	Similar to Level 2 above

	<ul style="list-style-type: none"> ● Fighting—acts of physical contact between two people with intent to harm, no injuries result ● Profane, obscene, indecent, lewd, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression, or disability ● Forgery—false and fraudulent making or altering of a document pertaining to student information, or falsely representing any document on school letterhead/branding ● Second or more documented act of plagiarizing, cheating, and/or copying the work of another student or other source ● Overt display of gang affiliation ● Bullying behavior—unwanted and aggressive behavior among children in our school that involves a real or perceived power imbalance. ● Engaging in a pattern of persistent Level 2 behavior 	
4	<ul style="list-style-type: none"> ● False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified ● Obtaining money, goods, or services through means of coercion or intimidation ● Threatening behavior—any written, verbal, or physical action which may cause others to expect an immediate physical altercation ● Purposeful or malicious destruction of others' property (including school property) up to \$100 ● Fighting—physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury ● Unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150 ● Any extreme behavior not otherwise defined in Groups 1-4 of this Code of Conduct that very seriously disrupts the educational process ● Initiating or participating in inappropriate physical contact with school personnel, with no intent to harm school personnel 	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension ● Long-Term Suspension ● Expulsion

	<ul style="list-style-type: none"> • Possession or use (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, e-cigarettes, vaporizers, matches, or cigarette lighters 	
5	<ul style="list-style-type: none"> • Intentional use of force against school staff, personnel, and/or visitors which results in harm or injury • Engaging in or attempting any illegal behavior which interferes with the school’s educational process • Burglary—knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein • Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150 • Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. • Intimidation is a behavior that prevents or discourages another student from exercising his/her right to education • Aggravated assault—assault with a deadly weapon or done by a person who conceals his/her identity • Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function • Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others • Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 • Inappropriate consensual sexual activity • Use or possession of alcohol in school or at, before, or after a school-related function • Gang activity or overt displays of gang affiliation 	Similar to Level #4 above
6	<ul style="list-style-type: none"> • Use, possession, and/or concealment of a firearm/destructive device, deadly weapon, dangerous instrument, or other weapons or “look-alikes” of weapons 	<ul style="list-style-type: none"> • Short Term Suspension • Long-Term Suspension • Expulsion

	<ul style="list-style-type: none"> • Arson—knowingly damaging, by means of fire or explosive, a building and/or the personal property of others • Bomb threat—a false indication that a bomb, or other explosives of any nature, is concealed in a place that would endanger human life if activated • Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000 • Robbery—taking personal property in the possession of another by the use of force or by threatening the imminent use of force • Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication • Use or possession of alcohol in school or at, before, or after a school-related function • Sex acts that include the use of force • Battery that causes great harm, is done by a person who conceals his/her identity, or aiding and abetting in the commission of such battery 	
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Please note that behavior violations in Level 5 and 6 typically involve serious and potentially illegal incidents of misbehavior. These violations may result in more severe consequences such as short-term suspension, long-term suspension, or expulsion. School officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the school and its students and staff.

c. Student Expulsion and Suspension. Hebrew Public’s inclusive approach to school culture demands that we not only embrace the multicultural ethos that permeates our diverse-by-design model, but also strive to limit the imposition of exclusionary consequences. Nevertheless, when a student’s choices are imperiling the safety of the learning environment, removal from the classroom setting is occasionally necessitated. These removals are designed both to preserve the sanctity of the classroom; to afford students not yet meeting grade level expectations an opportunity to reflect on their choices and consider how they will make better choices upon reentry; and to allow teachers, administrators, and parents to align on how they will support the student to thrive when they return. Suspensions are a tool, one among many, and not a solution. The ultimate goal of any disciplinary consequence, including suspension, is to equip students to make healthier and more constructive choices so that they and their peers can learn and grow together.

Policies regarding student expulsion and suspension are guided by Connecticut’s Education Laws, including Connecticut General Statutes Section 10-233ad lawthough 233o and applicable federal laws such as the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Parents and scholars will be informed of the Code of Conduct via the Handbook.

Short-Term and Long -Term Suspension

The Head of School may impose a suspension and shall follow all due process procedures. Before imposing a suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her. A chance to present the student's version of events shall also be provided.

Written notice of the decision to impose suspension shall be provided by personal delivery, email, or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) and reasons for which suspension imposed.

Expulsion

An expulsion refers to the removal of a student from school for disciplinary reasons for a period of more than ten days (up to one calendar year).

OPCS will expressly comply with state laws on suspension and expulsion that apply to all public schools, as outlined in statute and in the state's Guidelines for In-School and Out-of-School Suspension. This will include careful evaluation to conclude whether an in-school or out-of-school suspension is most appropriate in each circumstance, with the understanding that Section 10-233c states suspensions should be in-school (ISS) unless with respect to any pupil in (1) grades three to twelve, the administration determines during the suspension hearing that (a) the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (b) an out-of-school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (2) grades kindergarten to two, the administration (a) determines during the suspension hearing that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is behavior that causes physical harm (b) requires that such pupil receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program or Section 504 plan, for such pupil upon such pupil's return to school immediately following the out-of-school suspension, and (c) considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such pupil may require special education or related services.

Upon determining that a student's action warrants a possible expulsion, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for an expulsion and state the reasons for such actions. The Head of School also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). In addition, prior to imposing the expulsion, the school shall provide written notice of the hearing to consider the expulsion. Such notice shall comply with state law (specifically, Connecticut General Statutes 10-233d) and among other things will provide a description of the incident or incidents that resulted in the referral for an expulsion, the school rules or policies implicated, and shall indicate the student's rights and the time, place, and date of hearing. The notification provided shall be in the dominant language used by the parent(s) or guardian(s) and must be provided at least five business

days before the hearing. The hearing will be held before the expiration of the suspension and also be held in the dominant language. At the hearing, the student shall have the right to speak, question witnesses, and present evidence, and shall otherwise comply with state law (specifically, Connecticut General Statutes 10-233d).. The hearing will be before the Governing Council or a committee thereof, unless the Council retains a hearing officer to conduct the hearing.

OPCS will ensure that alternative educational services are provided to a student who has been expelled to help that child progress in the school's general curriculum. OPCS will coordinate with Stamford Public Schools for the provision of an alternative educational opportunity in accordance with the law. Specifically, OPCS will cooperate with the nexus district in planning the alternative educational opportunity and shall provide instructional materials to enable the district to provide appropriate instruction to the child through the district's expulsion/alternative educational opportunity programs and facilities, consistent with the law. Depending on the specific circumstances this may be accomplished through online work or through tutoring. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the School. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

During every step of the disciplinary process, administrators and staff will be mindful of the circumstances surrounding each scholar and the incidents, including patterns of behavior that may need to be addressed, including by requesting an MTSS behavior meeting (or PPT if the student has a documented disability). If at any time a family requests a MTSS meeting as a result of concerns regarding behavior, the school will be responsive and will work with the district to initiate the MTSS process. Further, Connecticut State Regulations, Section 10-76d-7(c), requires each school to promptly refer to the MTSS (or Planning and Placement Team) those who have been suspended repeatedly or whose behavior, attendance, or progress in school is considered unsatisfactory.¹⁰⁷ For scholars who experience multiple in-school suspensions, a referral must be made to the PPT team to consider whether evaluations should be conducted to determine the child's eligibility for special education. Further, prior to expelling a student with a disability, the school (by itself and through the district) will work to convene a PPT team meeting. This will occur within ten school days of a decision to change the placement as required in order to conduct a manifestation determination. If there is a determination the disability had a direct and substantial relationship to the inappropriate conduct, the school will work with the district on the next steps which may require a Functional Behavioral Assessment and/or the implementation of a new behavioral intervention plan.

With respect to the provision of services during removal of a student with a disability, arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA and Section 504 mandates will be followed for students with disabilities.

Procedural Safeguards and Due Process. Should the school leader recommend that an expulsion is required, a formal hearing shall be held before the Governing Council or a committee thereof, unless the Council retains a

¹⁰⁷ CT.gov. *Standards for Educational Opportunities for Students Who Have Been Expelled*.
<https://portal.ct.gov/sde/publications/standards-for-educational-opportunities-for-students-who-have-been-expelled>

hearing officer to conduct the hearing. The hearing shall comply with state law (specifically, Connecticut General Statutes 10-233d). Among other things, the following due process requirements shall be observed with regard to the formal hearing:

- Notification shall be sent to the student's parents or guardians by certified mail.
- At least 5 business days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension, provided that the student (or the parent or guardian of the student) shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation.
- The hearing shall be held in private unless the student or parent requests a public hearing; however, the hearing may still be held in private to the extent necessary to protect the privacy rights of other students .
- The hearing notice shall include information concerning the parent's or guardian's and the pupil's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
- The student may be represented by counsel or other advocate, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- The student has the right to testify and present witnesses on his own behalf.
- The student has the right to an advocate and the school must provide a list of qualified advocates.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- The proceeding shall be held within 10 school days of the initial imposition of the suspension , unless mutually agreed to by both parties, consistent with the law.

Every regular education student who is subject to a disciplinary suspension or expulsion will be subject to a review by the Student Support team to determine whether the student is "thought to be eligible" in accordance with the IDEA at 20 U.S.C. 1415(k)(5). This screening tool ensures that disciplinary action is not imposed on a student whom the school should have known was in need of an evaluation for a suspected disability before the prohibited conduct occurred. There are three (3) situations that are legal evidence that the school had knowledge that the student might have a disability:

1. The parent or guardian has requested an evaluation.
2. The parent or guardian has expressed concerns in writing to the student's teacher or school administration that the student needs special education.
3. The student's teacher or other school staff told a school leadership member of specific concerns about the child's academic or behavior difficulties.

If the school is not deemed to have such knowledge but the parent or guardian requests an evaluation for a suspected disability after the child is subject to an disciplinary placement, the school must conduct an expedited evaluation at parental request. However, the student remains subject to discipline during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then determine if the disability had a direct and substantial relationship to the offense. If so, the team needs to reconsider the student's discipline in light of the new information.

If a student already has an IEP or a 504 plan, they are automatically entitled to procedural safeguards extended to students with disabilities under the IDEA (20 U.S.C. 1415) and Section 504 and its implementing regulations at 34 C.F.R. Part 104. This, plus the due process protections extended to all students.

If a student with a disability violates the school's Code of Conduct and is being considered for a suspension or removal, the school must consider if this is considered to be a "change in placement" and OPCS must ensure all due process protections and procedural safeguards are provided. We will follow the change in placement definition in the applicability of procedural safeguards and related protections for children not yet eligible for special education are being explored or invoked, per IDEA, 20 U.S.C. 1415(k)(5).

Whenever a student with disability would experience a change in placement and a Manifestation Determination Review (MDR) is required, OPCS will immediately notify the nexus district. The PPT will convene a Manifestation Determination meeting within 10 days. The parent must be invited to the Manifestation Determination in writing and provided with a copy of the Procedural Safeguards notice. The purpose of the Manifestation Determination meeting is to determine two issues:

1. Was the student's misconduct caused by or directly and substantially related to the student's disability?
OR
2. Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

If the team answers 'yes' to either question, then the student's behavior is a manifestation of their disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior intervention plan addressing ways that the school can help a student with the conduct at issue, including evidence-based interventions that will mitigate disruptive behaviors related to the student's disability and teach replacement behaviors.. The PPT will develop such plan, and OPCS will be responsible for implementing it. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue. If the team members come to consensus that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students. This decision must be communicated to the parent or guardian in writing via a Notice of Recommended Placement. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, or disagrees with the school's decision to place their child in a 45 day interim alternate placement, the parent may request a due process hearing to challenge this finding; during the pendency of the hearing, the child will remain in an alternate setting. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. During any period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. The School shall maintain written records of all suspensions and expulsions of students, including those with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the incident.

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent or guardian must be given a Notice of Recommended Placement stating this decision and a copy of procedural safeguards.

d. Restorative Practices. As stated above, Hebrew Public believes that strong relationships and classroom community building are essential pillars for a safe and supportive community. We use proactive and reactive techniques to ensure all students are safe, comfortable and learning and work with staff, students, and families to take a restorative approach to discipline. We also explicitly teach social-emotional skills through Responsive Classroom and other practices (see Section I.3 and I.4). This allows students the opportunity to reflect on their actions, have restorative conversations, and repair harm to the school community. Restorative interventions may be an alternative to punitive consequences or may be assigned in conjunction with a punitive consequence(s). Many of our restorative practices are detailed above in Section III.5.a,b, and c.

Examples of Restorative Practices:

- **Morning Meeting:** A structured gathering where students within a single class come together daily to greet each other, share, and engage in activities that build trust and connection. It provides a safe space for open communication, allowing students to express themselves, feel heard, and build a sense of belonging. This practice aims to foster empathy, mutual respect, and positive relationships within the classroom community.
- **Community Meeting:** A large-group gathering that involves an entire grade level or school, designed to build a sense of unity, address shared concerns, and celebrate successes. It serves as an opportunity for students and staff to connect beyond their immediate classrooms, fostering a culture of inclusivity, shared responsibility, and open dialogue. These meetings help strengthen the overall school community by promoting collective problem-solving and mutual understanding.
- **Logical Consequences:** An approach that helps students understand the impact of their actions by encouraging reflection and accountability. When behavior is addressed, the focus is on consequences that are directly related to the actions, allowing students to take responsibility and actively engage in repairing any harm caused. This process fosters learning, accountability, and the restoration of relationships, helping students make amends in a constructive manner.
- **Problem-Solving Conferences/Restorative Conversations:** A guided discussion that can be student-to-staff or peer-to-peer, aimed at resolving conflicts and understanding different perspectives among those involved. Through structured dialogue, participants share their feelings, listen actively, and work together to find a resolution that repairs relationships and addresses the needs of all parties. This practice emphasizes empathy, accountability, and collaboration, helping to rebuild trust and promote positive outcomes for all involved.

6. HUMAN RESOURCE POLICIES

a. Criteria and Standards for Hiring and Dismissal. Hebrew Public believes that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of OPCS's mission and educational goals. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population or the operational and administrative needs of the school, depending on the particular staff position sought. OPCS's staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators, other staff members and HP staff. In selecting and hiring teachers, OPCS will comply with state laws regarding certification and with the requirements of the Every Student Succeeds Act (or its successor laws, if applicable). All offers of employment are contingent upon the potential employee completing and successfully passing background check requirements that include screens for both criminal history as well as child abuse and neglect pursuant to Connecticut law.

Critically important will be the selection of the HOS, and a talented, passionate, and cohesive team of teachers. The number of teachers and administrators we expect to employ during each year of the initial charter term are provided in the section III.6.b. The qualifications that OPCS will expect its founding administrators to possess are outlined in Section II.3.a (School Leader) as well as in the job descriptions attached as Appendix L. Additional members of the administrative team will include the Director of Operations and Finance, the Academic Dean, and the Student Services Coordinator. Among other relevant qualifications, the Academic Dean will be expected to possess a Master's Degree in teaching or a related field, a minimum of five years of instructional experience, and a minimum of two years of experience as an instructional leader. The Student Services Coordinator will be expected to possess a Master's Degree in Special Education or a related field, a minimum of three years of successful teaching experience, and appropriate Connecticut certification. The Director of Operations, who will be responsible for the development and execution of daily systems and procedures, will be expected to possess a Bachelor's degree and 4-6 years of related work experience.

Among the most important attributes, skills and characteristics OPCS will look for in a successful teacher candidate are the following: (1) Understanding of and commitment to the school's mission, goals, educational philosophy and activities; (2) An unwavering belief that all children can achieve excellence; (3) Fulfillment of all ESEA requirements; (4) Elementary and/or Middle School teaching experience preferred; (5) Bachelor's Degree, or higher degree, in Education; (6) Appropriate Connecticut certifications; (7) Bilingual (English/Hebrew, English/Spanish, English/Haitian Creole) helpful; (8) Demonstrated and successful record of prior employment in educational environments; (9) Knowledge of and experience with assessments and relevant technologies; (10) Experience working with diverse populations of students, parents and families; (11) Experience working with students at-risk of educational failure; (12) Demonstrated success in working in a team-oriented environment; and (13) Commitment to continuous improvement and learning through professional development. Additional information is included in the sample teacher job description (Appendix L).

In general, staff will be provided with ample opportunities for growth through strong professional development and the use of improvement and remediation plans. Employees are free to terminate their employment with OPCS at any time, with or without reason. Likewise, OPCS has the right to terminate employment or otherwise discipline, transfer, or demote employees at any time, with or without cause (provided any such decision is not for an unlawful reason). Connecticut law does not require OPCS to provide its employees a notice period before termination. OPCS will consider employees to have voluntarily terminated their employment if they resign, fail to return after a leave of absence, or fail to report to work or call in for three or more consecutive work days. In the case of a staff resignation, the employee handbook recommends that all employees file a written notice with OPCS at least thirty (30) days prior to the date of resignation. OPCS believes that a thirty-day written notice is beneficial in order to achieve appropriate educational and operational transition. Should an employee terminate his or her appointment at OPCS by voluntarily discontinuing work during the academic year, OPCS will cease salary and benefit payments as of the date work was discontinued. Please see Appendix Q for the Sample Personnel Handbook.

b. Targeted Staff Size and Teacher to Student Ratio. OPCS will maintain a teacher-to-student ratio between 7:4 and 9:6 throughout our initial charter term. Our staffing model is aligned to our mission and vision for a diverse-by-design school that is inclusive, supports all students and to provide Hebrew language as a course. Our targeted staff size for each year of the proposed charter term is presented below:

	YR1	YR2	YR3	YR4	YR5
Administrative Staff					
Head of School	1	1	1	1	1
Academic Deans	0	1	1	2	2
Director of Operations and Finance	1	1	1	1	1
Student Services Coordinator	0.5	0.5	1	1	1
Total Administrative Staff	2.25	3.25	3.5	4.0	5.0
Instructional Staff					
General Education Teachers	6	8	10	12	14
Special Education Teachers	2	2	3	3	3
ML Teachers	1	1	2	2	2
Hebrew Teachers	1	1.5	2	2	3
Teaching Assistants	3	3	3	3	3
Phys Ed	1	1	1	1	1
Music/Art	0	1	1	1	1
Social Worker	.5	1	1	1	1
Instructional Staff	9	14	18	20	23
TOTAL Instructional Staff	14.5	18.5	22.0	25.0	28.0
Non-Instructional Staff					
Nurse	0.5	0.5	0.5	0.5	.05
Operations Associate	1	1	2	2	2
Custodian	0	0	0	0	0
Security	0	0	0	0	0
Other	0	0	0	0	0
Total Non-Instructional Staff	1.5	1.5	2.5	2.5	2.5
TOTAL STAFF	18.3	23.5	28.5	32.5	35.5
Staff to Student Ratio	7.45	7.83	8.14	8.80	9.63

Please note that custodians and security will be contracted services (if necessary) and are included in the budget in Appendix K.

c. Attracting, Retaining, and Developing Teachers and Leaders. The recruitment, development, and retention of great teachers and leaders are top priorities for OPCS and for Hebrew Public as a network of schools. HP's Chief Talent Officer (CTO) will employ a comprehensive strategy that includes extensive advertising and outreach to top schools of education. HP will ensure that teachers meet applicable certification requirements under Connecticut state law and, for lead teacher positions, will target professionals with a minimum of three years of classroom experience. Staff selection will be based on skills outlined in the relevant competencies and professional standards outlined below and in the teacher job description attached as Appendix L.

While HP will assist in the recruitment process, the ultimate decision on hiring (and non-renewing/terminating) teachers and other staff belongs with OPCS.

OPCS will benefit from its support and collaboration with HP's CTO, Director of Talent Operations, and Manager of Talent Recruitment. HP has developed a thorough recruitment process to ensure its schools have the systems, culture, and capacity to cultivate diverse teams of staff and leaders. The CTO has created criteria for what it means to be a successful teacher at OPCS, and screeners review each candidate through that lens. The teacher recruitment and hiring process will include the following phases:

- **Resume submission, review, and resume screen:** HP candidates submit a résumé, and HP screeners review the resume for basic criteria. Candidates meeting criteria move on to a phone screen. If the candidate successfully completes the phone screen, they move to the eligible pool. Heads of School can interview any candidate from the pool. The screening process will comply with all applicable law and school policy.
- **Interviewing:** HP's interview process is designed to help the HOS, in collaboration with the CTO, determine whether a candidate possesses the necessary skills to be a productive staff member; agrees with and can work in a manner consistent with the school's instructional philosophy and culture; and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. Candidates will provide a sample lesson and/or portfolio and will teach a demonstration lesson at the school and be observed and interviewed by the HOS and other HP Network Program team members as needed.
- **Checking References:** Consistent with the requirements set forth in Conn. Gen. Stat. § 10-222c and 10-232a et seq., OPCS will have an absolute policy of calling references provided by the employee, as well as contacting former employers.
- **Offering Employment:** The HOS will offer employment through a job offer letter and a phone call. The OPCS job offer letter will include at least the following: job title or position offered; salary, benefits and perks offered; instructions to accept or decline the job offer; and where appropriate, a statement that the employment will be at-will.
- **Criminal History and Child Abuse and Neglect Screening:** Before employees can begin working, they must pass a state-compliant background check that includes screens for both criminal history as well as child abuse and neglect, as required by law (including Connecticut General Statutes Section 10-232a et seq.).

Hebrew Public embraces the concept that PD must be integrated throughout the school day/week. Professional Development will be a central strategy for developing and retaining effective teachers. OPCS will also include school-based career pathways that incorporate roles of increasing leadership responsibility for staff, particularly teachers. In doing so, OPCS will succeed in retaining high-quality staff while building a future leadership pipeline from within. Please see Section I.4.d and Appendix N for Professional Development opportunities.

OPCS's PD model is aligned with the school's commitment to building teachers as leaders. Through this process, OPCS teachers have the opportunity to emerge as experts in various areas of instruction: grade-level experts, subject-specific experts, data experts, or mentor teachers. Teachers identified with instructional expertise, as well as leadership skills, by school leadership will be offered opportunities to become, for example, Grade Team Leaders, or Department Chairs. Teacher Leaders will receive an additional stipend in recognition of the leadership roles they are taking on. These experiences will help to develop internal talent pipelines and enable teacher-leaders to move on to possible administrative roles in the school in the future.

Additionally, OPCS recognizes the importance of competitive compensation and benefits in attracting and retaining top-tier educators. The school offers competitive salary packages, including certification and "hard-to-staff" increases, along with comprehensive benefits. Regular reviews and adjustments of compensation structures ensure alignment with industry standards, acknowledging the dedication and contributions of educators through the SURGE Evaluation and Compensation System—a systematic, coordinated approach to developing and recognizing excellence in teaching. This is specifically designed to reward teachers who choose to remain in the classroom to make their impact on student learning. Each teacher's salary will consist of three parts: (1) pay based on years of experience 2) pay based on certification status and/or position and (3) pay based on their performance tier. Please see Appendix O for more detail on hiring policies.

Hebrew Public has also implemented specific strategies with respect to offsetting the challenges of finding qualified Hebrew teachers, including a partnership with Middlebury College's Language Schools whereby Hebrew teachers are selected to enter a Master's program paid for by one of HP's philanthropic supporters to become eligible for certification. We also recruit Hebrew teachers locally and in Israel through the Arbel Fellowship program that helps us bring native speakers on a three-year working visa. We provide robust curriculum development that not only focuses on our academic program, but also focuses on bridging cultural gaps for non-US educators.

Furthermore, OPCS places a strong emphasis on recognizing and appreciating the efforts of its teaching staff. The implementation of regular recognition programs serves to acknowledge and celebrate the accomplishments and contributions of teachers, contributing to a positive and supportive work environment. 90% of staff agreed or strongly agreed to the survey question "I am happy at work"; 85% of staff agreed or strongly agreed to the question "I would recommend my school as a place to work"; and 81% of staff agreed or strongly agreed to the survey question "I am given opportunities for growth and professional learning."

d. Increasing Racial and Ethnic Diversity. OPCS will implement a comprehensive set of processes, policies, and strategies to ensure open and fair hiring processes for teachers and staff, with a focus on outreach to a diverse pool of candidates, including underserved and underrepresented communities. Policies are designed to ensure that the recruitment process is not only inclusive but also considers the distinct context of the community in which the school operates, consistent with the law. Inclusive advertising strategies will be a cornerstone, as OPCS plans to develop and execute a multi-pronged and broad-reaching outreach campaign, ensuring visibility across mainstream and niche platforms. Utilizing social media and community events will be essential as OPCS works to reach a diverse talent pool. OPCS also endeavors to forge partnerships with local community organizations and educational institutions to create talent pathways for community members interested in working at OPCS. Recruitment strategies include employee referrals from existing HP schools; candidate sourcing; targeted marketing; partnerships with local colleges and universities as well as alternative certification programs; and leadership development programs. We currently use the following: Edgility Consulting and Executive Excellence (search firms for senior roles), and post to platforms such as LinkedIn, Indeed, SelectEd, PARAEP, Zip Recruiter, Handshake, Symplicity, TALMA Facebook, Glassdoor, TFA Beta Connect, Charter School Jobs, Relay Job Board, Diversity in Education, Chalkbeat, SchoolSpring, K-12 Job Spot, and Idealist. We plan to post with CTREAP and Teach Connecticut and are considering partnering with local teacher preparation programs at University of Connecticut, Fairfield University, Quinnipiac University, University of Bridgeport, Sacred Heart University, and Western Connecticut State. We also partner with Teach for America (although Stamford is not a focus area for the organization). OPCS plans to leverage its Teaching Assistant positions as an internal avenue for newer teachers to gain OPCS experience and eventually grow into lead

teacher positions as the school grows. Targeted recruitment events, both in person and virtual, will be organized to engage with communities historically underrepresented in the educational workforce. Participation in job fairs and career expos catering to diverse talent pools will further showcase OPCS's commitment to fostering an inclusive and equitable work environment.

To address potential bias in hiring, OPCS will mandate ongoing training for hiring committees and administrators, equipping them with tools to ensure unbiased evaluation of candidates. This comprehensive approach reflects OPCS's dedication to building a diverse and inclusive staff that reflects the richness of its community. OPCS will employ inclusive advertising strategies, transparent application procedures, and structured interview processes with standardized questions to ensure fairness and compliance with legal regulations. OPCS will also conduct thorough reference checks, and maintain a defined timeline for the recruitment process. Regular reviews and updates to these policies will be conducted to align with evolving needs and best practices while reflecting OPCS's unique values and organizational culture.

OPCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employing, contracting, or retention for reasons of race, sex, age, religion, disability, sexual orientation or other reasons prohibited by law.

Notwithstanding the racial demographics of Stamford's student population, the district's educator workforce is overwhelmingly white. See the table below for more details on the demographics of the educator workforce in Stamford.

Stamford Public Schools Teacher Demographics (2023-24)

	Staff	Student	Staff	Students
	Stamford PS		Hebrew Public	
Black/African American	7.2%	12.8%	36.6%	53.7%
Hispanic	12.2%	51.6%	8.5%	11.2%
White	83%	26.1%	41%	26.4%

Recently, Stamford has also struggled to hire minority teachers.¹⁰⁸ By contrast, 36% of Hebrew Public's teachers identify as Black or African American, a percentage far more reflective of the student population enrolled at our schools. The diversity of our staff has continued to increase since 2021. Consistent with our network-wide commitment to providing students with ethnically relevant role models, OPCS will prioritize recruitment from programs that have track records of attracting and training teachers of color given the school's commitment to have truly diverse faculty, staff, leadership, and governing body that reflect the students we serve, consistent with the law.

Hiring teachers of color has been shown to have positive impacts on outcomes for students of color, and also has benefits for all students who are being prepared to navigate life after high school as members of a diverse society.¹⁰⁹ At a minimum, the process for recruitment and hiring will be evaluated annually for diversity,

¹⁰⁸ Laguarda, I. (2020, November 15) "Stamford Schools Struggle to Hire Minority Teachers" *Stamford Advocate*. <https://www.stamfordadvocate.com/local/article/Stamford-schools-struggle-to-hire-minority-15728719.php>

¹⁰⁹ Edutopia. (2020, June 26). *Why Teachers of Color Matter for Students of Color to Succeed*. <https://www.edutopia.org/video/why-teachers-color-matter-students-color-succeed>; also, Strauss, V. (2020, August 29). Why Black teachers matter to

including both whether the process leads to a diverse set of candidates as well as for the overall staff composition, and consistency with the law. HP will remain mindful of the current strategies that lead to strong outcomes in terms of diversity and data will be tracked.

e. Human Resource Policies. Hebrew Public’s human resource policies around salaries, benefits, hiring, personnel contracts, and affirmative action—outlined below and fleshed out in greater detail in the sample Personnel Handbook attached as Appendix Q—align with our organizational mission, educational philosophy, proposed student population, and budget.¹¹⁰

Compensation and Benefits: To ensure that OPCS attracts and retains its high-quality teacher staff, as reflected in our budget, we will offer competitive compensation, as well as medical and retirement benefits, commensurate with that of other successful Connecticut charter schools and Stamford and other local public school districts. Contract renewal and subsequent increases in individual teacher’s compensation will be based upon performance evaluation (please see III.6.f for a discussion of the use of student assessment data in the evaluation process and thus in retention decisions), and best practices in teacher retention. At this stage, we plan to use SURGE designations (see above). Each teacher’s salary will consist of three parts: (1) pay based on years of experience 2) pay based on certification status and/or position and (3) pay based on their performance tier. The budget reflects all aspects of this compensation package. The Teacher and School Leader Incentive Program grant will also allow us to implement these innovative compensation packages. Additional details regarding the school’s personnel policies and procedures, including job descriptions for all staff members are found in Appendices L, O, and Q.

Hiring: OPCS’s hiring process—which includes resume screens, phone screenings, interviews, demo lessons, reference checks, and background screens for criminal history and child abuse and neglect—is provided above in Section III.6.b. OPCS’s Nepotism Policy will provide that the school may hire and retain relatives of employees but will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or appearance of or actual conflicts of interest. Relatives of those involved will not be permitted to work in a direct supervisory or reporting relationship.

Personnel Agreements: An employee’s relationship with OPCS will “at will” and therefore either the employee or employer may terminate the employment relationship under the policies set forth in the school’s Personnel Handbook. In the absence of a specific policy, the employment relationship may be terminated by either party at any time without notice, cause or liability. Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of the date of hire. However, no person other than the HOS or a designated member of the Governing Council will have the authority to enter into any agreement for employment with an employee for any specified period and any such agreement must be in writing.

Affirmative Action/Equal Employment Opportunity: HP is firmly committed to equal employment opportunity. We do not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age,

Black and White Kids. *The Washington Post*.

<https://www.washingtonpost.com/education/2020/08/29/why-black-teachers-matter-black-white-kids-book-excerpt/>

¹¹⁰ A sample Personnel Handbook, which includes policies have been tailored to the regulatory environment that applies to Hebrew Public’s New York schools, is attached as Appendix Q. All OPCS policies will be reviewed by counsel for alignment with Connecticut laws and regulations and approved by the OPCS Governing Council prior to formal adoption. We are committed to honoring the unique policy requirements that pertain to Connecticut’s public charter schools and look forward to collaborating with CSDE to ensure OPCS’s policies are fully compliant.

disability (including HIV/AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at OPCS will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

f. Evaluating and Supporting Teachers and Administrators. OPCSs approach to evaluating and supporting administrators is described above in Section II.2.f. Our approach to administrator evaluation adheres to the core requirements of the Connecticut (CT) Model Evaluation and Support Plan model for administrator evaluation (as may be revised from time to time), namely (a) focusing on what matters most; (b) emphasizing growth over time; (c) leaving room for judgment; and (d) considering implementation at least as much as design.¹¹¹

Hebrew Public believes that all staff members are entitled to a fair, equitable and transparent performance management process that promotes personal and professional development. The frameworks we have adopted are developmental in nature, and were designed to support on-going growth, regardless of where an individual may currently be in their practice. Our approach to educator evaluation is consistent with the core requirements of the Connecticut (CT) Model Evaluation and Support Plan for teacher evaluation (as may be revised from time to time), whose design principles include (a) considering multiple, standards-based measures of performance; (b) promoting both professional judgment and consistency; (c) fostering dialogue about student learning; (d) encouraging aligned professional development, coaching, and feedback to support teacher growth; and (e) ensuring feasibility of implementation. In addition, while HP will seek a waiver (to the extent necessary) in accordance with Conn. Gen. Stat. §10-151b(b)(2) and (d)(2) and Conn. Gen. Stat. §§10-66bb(d), it is respectfully submitted that the HP evaluation rubric aligns with the CT model plan. Please see Appendix N for the HP teacher evaluation rubric and Appendix B for the waiver.

Expectations for teacher performance and student achievement are normed on through collaborative efforts involving school leadership, instructional leaders, and teachers. Clear and concise performance expectations across three different areas will be communicated to all staff members during summer training, as well as ongoing through regular professional development sessions and school communication channels. This collaborative approach ensures that expectations are rooted in the school's mission, vision, and academic goals, fostering a shared understanding of the standards and benchmarks for excellence.

The evaluation process for teacher performance and accountability for student achievement at OPCS is comprehensive and transparent, and includes:

1. Self-Evaluation on the rubric.
2. Throughout the academic year, a combination of formal and informal classroom observations occurs to assess teaching practices continually. These observations are grounded in our Teacher Observation Rubric that we train leaders and teachers on in the summer prior to the launch of the year and revisit as a staff multiple times over the course of the year in professional development sessions.
3. Incorporation of student achievement data from both formative and summative assessments. Regular data analysis sessions, led by the HOS and Academic Deans, are held to evaluate the effectiveness of instructional strategies on student learning outcomes.

¹¹¹ Connecticut Department of Education. *Connecticut Leader and Educator Evaluation and Support Plans 2024*. <https://portal.ct.gov/-/media/sde/evaluation-and-support/ctleadereducatorevalsupportplan2024.pdf>

4. A holistic view of educators' contributions to the school community, using our OPCS Professionalism Survey. This includes collaboration with colleagues, active participation in professional development, and engagement in school-wide initiatives.
5. On the April evaluation, there will be space for leaders to provide feedback across each of the 3 areas (Quality of Instruction, Student Growth and Achievement, and OPCS Professionalism Contributions). Feedback will be relevant, connected to past conversations, observations, and interactions with the teacher, and will be approximately 3-5 sentences in length.

Please see Appendix N for the HP teacher evaluation rubric and the teacher performance and evaluation materials.

The HOS will work with their Leadership Team to consider how they want to invest their staff in the evaluation process and use/personalize as they see fit. Hebrew Public traditionally extends returner offers following our evaluation process in April.

7. CHILD DAY CARE SERVICES

OPCS does not anticipate providing child day care services.

8. STUDENT HEALTH AND WELFARE

Pursuant to Conn. Gen. Stat. § 10-212, OPCS shall appoint a school nurse of record. This certified nurse will ensure that the school complies with all state health service requirements including immunization requirements (Conn. Gen. Stat. § 10-204a), vision and hearing screening (Conn. Gen. Stat. § 10-214), administration of medications (Conn. Gen. Stat. § 10-212a) and mandatory health assessments (Conn. Gen. Stat. §§ 10-206 and 206a). OPCS will also ensure appropriate members of the administrative team and teaching staff are trained in CPR and AED utilization, emergency administration of epinephrine for allergies and/or asthma, and routine administration of medication with a medical form on file.

The school nurse will be responsible for maintaining and safeguarding all health records and medical equipment. Student enrollment packets will include all required forms, and parents will be required to provide proof of proper immunizations and health screenings prior to the start of the school year. As needed, OPCS will work with families to ensure access to medical health providers capable of conducting these screenings in a timely fashion.

IV. SCHOOL VIABILITY

1. BUILDING OPTIONS

a. Identifying and Acquiring a Facility. Hebrew Public has engaged with real estate brokers such as Matter Realty and with multiple community members about facilities options, and is in the process of scouting potential locations for a facility site in Stamford. Among the criteria we prioritize when vetting buildings are accessibility for families, safety, suitability for programmatic purposes, outdoor space, and ability for the school to phase in grade levels on a year-over-year basis. We specifically target buildings that have been used in the past as schools or have been used for after-school programs. The amount of renovations needed are also a consideration. The Hebrew Public team will work with our founding Head of School and members of the Governing Council with expertise in real estate to secure a physical plant suitable for the OPCS rollout. Per the timeline provided in the Pre-Opening Action Plan outlined below, our plan is to identify, secure, renovate and outfit the facility prior to the school's launch in the 2026–27 school year.

We would ideally like to locate in central Stamford. We are considering either the West Side, where there are currently fewer schools, and where the majority of Black and Hispanic students live, or the Downtown area, where the population is growing and quite diverse. Downtown also borders the West Side. To date, we have looked at or considered more than a dozen potential sites. We are also considering empty commercial spaces that could be renovated easily.

b. Suitability of the Facility to Support the Proposed School. Hebrew Public is fully engaged in the process of looking at a wide range of facilities, and forming partnerships with brokers and real estate developers. We are ideally seeking a permanent facility that we can grow into but will also look into options that include incubation sites that the school could occupy until it has secured and developed its permanent home. We are allowing for programming space of approximately 90-100 square feet per pupil. This means that a suitable building to house the school would be between 12,000 and 15,000 square feet by Year 1 and about 30,000 square feet by Year 5. Ideally, the location of the school will be one that draws families from many different neighborhoods to ensure we secure the diverse student body we desire. The preliminary space plan for Years 1 and 5 include at minimum:

- Year 1: 2 classrooms for each grade PreK-1 (6 total); 1 special education resource room; 1 art room; food prep and storage area; 1 gym/auditorium space; 1 faculty room; administrative space (includes main reception with separate offices for the HOS); conference room; sufficient storage space for supplies; janitor's closet; nurse's office; social worker's office; bathrooms; IT room; shared office for Deans.
- Year 5: 2 classrooms for each grade PK-5 (14 total); 2 special education resource rooms; 1 art room; 1 cafeteria with food prep/serving area and storage area; 1 gym/auditorium space; 1 faculty room; admin space (includes main reception with separate offices of HOS and SPED Coordinator); conference room; sufficient storage space; janitor's closet; nurse's office; social worker's office; bathrooms; IT room; shared office for Deans.
- Compliance with Pre-K requirements for bathrooms and other needs, such as outdoor play areas, in accordance with the NAEYC Program Standards.¹¹²

With the Connecticut Charter Schools Association having recently received a CSP State Entities Grant to support the opening, expansion, and replication of high-quality public charter schools in the state, OPCS intends to apply for a subgrant that, if received, will support pre-opening expenses associated with ensuring our physical plant is ready for students and compliant with all applicable building codes.

Hebrew Public has a long history of raising substantial philanthropic support to support its work, including for the development and launching of new schools. In the unlikely event that the projected CSP grant is not received, HP will address this in the following ways: (1) Reducing or eliminating early-year CMO fees; (2) Deploying grant funds from HP's organizational reserves; (3) Raising and deploying Stamford-specific philanthropy from our national network of funders. See Appendix M for letters of financial support.

2. FINANCIAL PLAN

a. Pre-Opening Budget Narrative. OPCS's pre-opening budget statement detailing estimated start-up activities that are not reflected in the five-year budget statement is attached as Appendix K. Included are detailed line descriptions for the pre-opening year, which serves as a narrative.

¹¹² NAEYC. (2024). *The 10 NAEYC Program Standards*. <https://www.naeyc.org/our-work/families/10-naeyc-program-standards#9>

b. Five-Year Budget Narrative. OPCS's five-year budget statement detailing its estimated financial activity for the first five years of operation is attached as Appendix K.

c. Cash Flow Projection. OPCS's projected cash flow statement for three years of operation is attached as Appendix K.

d. Schedule of Borrowings and Repayments. Not applicable.

e. Managing School Finances. The Head of School (HOS) will oversee the school's financial management, supported by the Governance Council Treasurer and Hebrew Public's (HP) CFO. The HOS will work with the Director of Finance and Operations and an external financial consultant to ensure that financial statements are prepared in accordance with GAAP. These statements, including financial position, activities, cash flows, functional expenses, and notes, will be generated annually.

HP's CFO and the HOS will review financial data, including annual budget, budget vs actuals, balance sheet and cash flow statement, with the Treasurer and present it to the Finance & Audit Committee before each Governing Council meeting. The school's financial data will be accessible through a data dashboard, including key financial ratios, enrollment information and consolidated financial information, for the Council's ongoing review.

The Governing Council delegates financial oversight to the Finance Committee, tasked with ensuring accurate financial reporting. The Committee collaborates with HP's CFO and the financial service provider 4th Sector Solutions (4SS) to provide oversight during budget creation, monitor monthly budget implementation, and review necessary revisions. The Finance Committee meets quarterly with HP's CFO and 4SS to assess financial health, track enrollment data, and review variances, reporting the results to the Council with any needed recommendations. The Treasurer may also review monthly bank and credit card reconciliations as part of financial oversight.

Board of Directors Financial Responsibilities and Oversight

The Board of Directors will, annually, review and approve fiscal policies. It will also hire Head of School for the school, approve annual budgets, hire auditors and review annual audited financial statements and IRS information returns (IRS Form 990), review monthly (charter school) reports, and address any specific requirements of the authorizers. The qualifications and expectations for Board membership are found in Section II.2.b. The Treasurer will be the principal financial officer and will ensure this is a strong and correct accounting of the school's property and business transactions. The Treasurer will have expertise in finance, accounting, budgeting, or a related field.

HP Network: Chief Financial Officer Financial Responsibilities:

The CFO will prepare annual budgets, approve expenses in accordance with approved budget, review monthly budget to actual (forecast) reports, review monthly financial statements, present executive summary of financial statements to the Governing Council, and manage the finance team. The CFO minimally must hold a bachelor's degree in finance or related area, advanced degree preferred, active and extensive work experience in finance.

HP Network: Controller Responsibilities:

HP contracts with an outside consultant (4th Sector Solutions) to provide additional financial services and controller roles. The consultant also works with the schools. Roles and responsibilities for the controller include: financial management, bookkeeping, payroll, bank reconciliations, reporting: review reports, create

quarterly and monthly statements, grants management, audit preparation, and financial compliance. The Controller must have a BA in finance or finance, with an MBA preferred and at least 10 years experience in finance in large organizations, managing budgets and grants. Please see Appendix L for the full Scope of Services provided by the Controller and for the resumes/bios of the consultant firm.

HP Network: Accounts Payable Responsibilities:

Accounts Payable is responsible for effective cash management, process payments, including invoices, employee expenses, ensuring payments are documented properly, and managing payment systems.

The accounts payable person must have at least three years of experience in accounts payable and preferably have a bachelor's degree in accounting or finance.

School: Director of Operations and Finance Responsibilities:

The Director of Operations and Finance works closely with the network team to ensure finances at the school are in compliance and are effective. Responsibilities include: meeting regularly with the Controller (outside consultant) and other HP network employees, ensuring schools fiscal policies and procedures are in compliance with Connecticut law and in line with GAAP, working with the CFO to ensure school budgets are balanced and in compliance, and overseeing procurement. The OPCS Director of Operations and Finance must have a degree in business management and/or operations and at least five years of experience running operations and overseeing finances at a school. They will also hold any licenses or degrees related to operations at the school in Connecticut, such as a facilities license.

Independent Audit:

The school will hire an independent auditor to perform an annual audit of the financial statements prepared by management. The Finance & Audit Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance & Audit Committee, the HOS, and HP's CFO will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be implemented by the Finance & Audit Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Governing Council by December 31.

f. Fiscal Controls and Financial Management Policies. OPCS will ensure compliance with Generally Accepted Accounting Principles (GAAP) in the following ways.

Checks & Balances: Checks and balances are vital to effective financial management in charter schools, ensuring accountability and transparency at all levels. The school's financial statements will be independently audited each fiscal year, following GAAP standards, and reflecting year-over-year comparisons. These audits provide assurance that financial operations are compliant and transparent. OPCS's fiscal policies include robust internal controls, such as segregation of duties and regular reconciliation of accounts, to safeguard assets and prevent fraud. The Statement of Financial Activity, categorized by program revenue and cost centers, outlines financial activities for the reporting period, while the balance sheet offers a snapshot of the school's financial health, detailing assets, liabilities, and equity. Regular financial reporting to the board and stakeholders, along with careful consideration of confidentiality, public disclosure, and appropriate detail, ensures that all parties have the necessary tools for informed decision-making.

Financial Policies & Procedures: Please see Appendix J for the proposed Financial Policies and Procedures (FPP) manual. OPCS will establish and maintain a comprehensive FPP to ensure strong internal controls, fiscal responsibility, and accountability, in compliance with GAAP and Financial Accounting Standards Board (FASB) regulations. The internal control framework includes the control environment, accounting system, control procedures, and the accounting cycle.

The Treasurer, in consultation with HP's CFO and 4th Sector Solutions (4SS), will develop and update these FPPs, which will be adopted and implemented by the school. An independent auditor will review the internal controls and FPPs, with adjustments made based on any identified weaknesses. Once the charter is approved, the Governing Council will ratify the FPPs. These policies cover financial reporting, annual close, accrual processing, internal controls, banking, segregation of duties, records retention, and revenue management. HP ensures robust internal controls to maintain the integrity and accuracy of financial information. Recent updates to HP's FPP include enhancements for cloud-based accounting, revised federal purchasing policies, and increased thresholds for competitive bidding and capitalization.

Financial Reporting: Please see Appendix J for details indicating who performs, supervises, and approves the accounting activities, as well as a list of reports that are generated.

g. Financial Management System

Financial Statement Preparation: The financial statements will be prepared in accordance with Generally Accepted Accounting Principles (GAAP) following the recommendations of the Financial Accounting Standards Board (FASB) No. 117, "Financial Statements of Not-for-Profit Organizations." Under GAAP, revenue is classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets will be classified as unrestricted, temporarily restricted or permanently restricted.

Internal Financial Reports: School level financial reports will be prepared on a monthly basis. School-level reports will be shared with CFO, HOS, and Director of Operations presented to the Board at their regularly recurring meetings. OPCS may use tools such as Quickbooks Online software for bookkeeping and reporting purposes. While the books and records are maintained by 4SS and FinOptimal, which reports to HP's CFO, at all times, HP retains control of OPCS's books and accounting records. 4SS prepares monthly financial statements, including Balance Sheet, Budget v. Actual and Cash Flow projections, for the HP CFO, Finance Committee and HOS, which are reviewed and discussed before being shared with the full Governing Board.

Internal Controls: Internal controls are essential for ensuring financial integrity, accountability, and efficiency. These controls are designed to safeguard the school's assets, prevent fraud, and ensure compliance with laws and regulations. Here is a breakdown of key internal controls:

- 1. Segregation of Duties:** Segregation of duties is outlined in OPCS's FPP to ensure that no single individual has control over all aspects of a financial transaction.
- 2. Authorization and Approval:** All financial transactions will require proper authorization before they are processed. Clear approval guidelines are included in OPCS's FPP for who can approve purchases, contracts, payroll, and other expenditures.
- 3. Budget Monitoring:** The Director of Operations with support from the CFO will regularly compare actual spending to the budget to monitor for any variances. This ensures that the OPCS stays within its financial limits and can adjust spending as necessary.

4. **Reconciliation of Accounts:** Bank accounts, credit card statements, and other financial accounts will be regularly reconciled to the general ledger. This helps to catch errors, discrepancies, or unauthorized transactions early.
5. **Physical Asset Controls:** OPCS will have measures in place to protect physical assets, such as technology, textbooks, and equipment. This will include conducting regular inventories, securing assets, and tracking the use of resources.
6. **Independent Audits:** OPCS's annual independent audit is a critical component of its internal controls. Auditors review the school's financial statements, processes, and internal controls to ensure they comply with GAAP and identify areas for improvement.
7. **Policies and Procedures:** Comprehensive FPP will be in place, outlining all financial processes, roles, and responsibilities. Staff will be trained on these policies, ensuring consistency and compliance.
8. **Cash Management:** Cash-handling procedures will be in place to ensure proper recording and safeguarding of cash receipts, minimizing the risk of mismanagement or theft.
9. **Access Controls:** Only authorized personnel will have access to financial systems, sensitive data, and assets. This includes using password-protected systems, and limiting access to financial records

By implementing and maintaining these internal controls, OpCS can ensure sound financial management, accountability, and compliance with both internal policies and external regulations.

h. Tracking Finances in Daily Operations. OPCS will benefit from a comprehensive financial management team, supported by both internal staff and external consultants. Hebrew Public (HP) will oversee OPCS's finances, with its CFO, Director of Finance, and Accounts Payable Manager working in close collaboration with 4SS, an external charter school financial services provider that serves as HP's Controller.

Bi-monthly budget meetings with HP's CFO, OPCS's Head of School (HOS), and 4SS ensure year-to-date actuals and end-of-year projections are reviewed, providing the Finance Committee and Governing Council with the necessary oversight. HP's CFO and CEO meet quarterly with the Treasurer and Finance Committee to discuss OLAM's long-term financial planning and fiscal health.

At the school level, the Director of Operations and Finance manages procurement and payment processing, with HP's finance team assisting in accounts payable and payroll processes. HP's Managing Director for School Operations, along with the HOS, supervises the school's operations team and acts as a liaison to HP's finance department.

OPCS may implement automated financial systems like FinOptimal for real-time financial dashboards, Procurify for streamlined purchasing and inventory tracking, Expensify for expense management, and Bill.com for improved payment processing. These tools strengthen internal controls and help ensure financial transparency and efficiency.

3. SELF-EVALUATION AND ACCOUNTABILITY

a. Clear and Operational Goals. OPCS will prepare its students academically and personally to reach their full potential in life. To accomplish this, we have the following objectives:

- Students will be proficient readers, writers, and speakers of the English language.
- Students will demonstrate competency in their understanding and application of mathematical computation and problem solving.
- Students will become proficient speakers, readers, and writers of Modern Hebrew.

To achieve these objectives, OPCS has set forth the following goals. These goals are grounded in research around best practices in education and in the successful practices of the five operational HP schools.

- ESSA accountability: In no year of its charter term will OPCS be identified under Connecticut’s ESSA Accountability Plan as a school in need of either Comprehensive or Targeted Support and Improvement.
- NWEA MAP:
 - Proficiency
 - 50% of OPCS students in Grades K–1 will score at or above grade level on the spring MAP Reading and Math assessments.
 - 60% of OPCS students in Grades 2–5 will score at or above grade level on the spring MAP Reading and Math assessments.
 - Growth
 - 50% of OPCS students in Grades K–1 will meet or exceed their individual fall-to-spring growth goals on the MAP Reading and Math assessments.
 - 60% of OPCS students in Grades 2–5 will meet or exceed their individual fall-to-spring growth goals on the MAP Reading and Math assessments.
- SBAC
 - Trending Towards Proficiency
 - All students: Each year, 75% of all OPCS students in each grade (4th and 5th) who took the SBAC ELA and Math assessments in the previous year (the Matched Cohort) will maintain or increase their previous year’s proficient score (Level 4→Level 4, Level 3→Level 3 or Level 4) or trend toward proficiency from their previous non-proficient score (Level 2→Level 3 or Level 4, Level 1→Level 2, Level 3 or Level 4) in the current year’s SBAC ELA and Math test administrations.
 - Subgroups: Each year, 75% of OPCS students in each subgroup (EL, SWD and FRL) will maintain or increase their previous year’s proficient score or trend towards proficiency from their previous non-proficient score in the current year’s SBAC ELA and Math test administrations.
 - Proficiency
 - All Students: Each year, the aggregate percent of all OPCS students in Grades 3-5, who scored at least a Level 3 on the SBAC Math and ELA assessments and on the NGSS Standards Assessment will exceed the aggregate percent of SPS students and CT Students in Grades 3-5 who scored at least a Level 3.
 - Subgroups: Each year, the aggregate percent of all OPCS students within each subgroup (EL, SWD and FRL), who scored at least a Level 3 on the SBAC Math and ELA exams will exceed the overall percent in the subgroup across NOPCS and CT who scored at least a Level 3.
 - Grade Level: Each year, the percent of all OPCS students in each grade level, Grade 3-5, who scored at least a Level 3 on the SBAC Math and ELA assessments, will exceed the percent of students in each grade level, Grade 3-5, in SPS and CT who scored at least a Level 3.
- Hebrew Language Achievement: Hebrew proficiency is determined through a variety of formal and informal metrics. The formal assessments used are the ACTFL Oral Proficiency Interview (OPI) and STAMP tests. These are benchmarked against the number of years a student has been enrolled in the school and may differ across grade levels. Students will take OPI in the 3rd and 6th years in which they

are enrolled at OPCS. The school’s achievement benchmark is that 50% of students who take this exam in their 3rd year and 6th years in the program meet ACTFL proficiency benchmarks in the speaking domain. The same achievement benchmarks have been established for students who take the STAMP in the 5th year they are enrolled.

b. Clear Systems of Accountability for All Stakeholders. As outlined throughout this proposal, all stakeholders—both individual and institutional—will be held accountable to clear performance targets aligned with both the school’s mission and Connecticut’s priorities around ensuring diversity and reducing racial and socioeconomic isolation. As a threshold matter, the Governing Council will conduct annual evaluations of (a) itself, (b) the Head of School, and (c) the charter management organization. Those evaluations will proceed according to clear rubrics whose goals and targets will be reexamined and revised on an annual basis according to the school’s progress. All members of the board will participate in the self-evaluation rubric, including leadership, communication, goals, board membership, committees, meetings, fundraising and governance, that is aligned to charter school best practices and accountability practices. Results of the self-evaluation will be used to make decisions. In turn, the Head of School will conduct evaluations of all instructional, operational, and student service team members, again aligning individual goals to the overarching educational mission of the school.

At monthly meetings, the Council will review a dashboard that ensures the school is on track to demonstrate educational progress, advance its mission, and promote equity. Data related to student achievement, discipline, and enrollment and retention will be disaggregated by subgroups to help support decision making and resource allocation. The dashboard will align with the State Department of Education’s accountability expectations and charter school renewal standards. OPCS will also provide at least quarterly written reports to the Board. School leadership, in concert with HP staff, will populate the dashboard with data for the Governing Council to review on a rolling basis. The dashboard may include some or all of the following measures:

- Academic Performance
 - SBAC Performance
 - Disaggregated data by grade, performance level, and student group
 - Comparative data measuring performance relative to state, district, and peer schools
 - NWEA MAP performance
 - National percentile
 - % of students hitting individual growth target
- Enrollment & Attendance
 - Grade-level enrollment, waiting list, and application numbers
 - Disaggregated demographic data (by race, and by SWD/EL/economically disadvantaged status) both in absolute numbers and compared to SPS
 - Mid-year mobility including reasons for withdrawal
 - Average daily attendance disaggregated by student group (i.e., SWD, MLs, and students from economically disadvantaged families)
- Talent
 - Current vacancies
 - Demographic data
- Student Culture
 - Suspension data—both the number of individual students having received suspensions and in the total number of days—disaggregated by race

- Financial Performance
 - Budget vs. Actual (monthly and year-end projections)
 - Cash on hand
- Governing Council
 - Composition (disaggregated by race)
 - Meeting attendance %

A sample dashboard is attached as Appendix S. The OPCS Governing Council will ultimately be responsible for determining what metrics are included in its dashboard. The Directors of Instruction and the Head of School will be responsible for updating the dashboard and presenting it to the board. They will also work with the school to create action items and ensure accountability for meeting goals on the dashboard.

c. Robust Data Systems and Processes. OPCS will analyze both student and staff data in order to determine the impact and effectiveness of its programs. The leadership team will review data collected in classroom walkthroughs and observations, teacher and student surveys, and anecdotal feedback in addition to reviewing the student data points outlined elsewhere in this application. Examples of how the school responds to this data include, but are not limited to:

- Observations to determine if the program and/or intervention is being implemented with fidelity;
- Increasing the amount of coaching and support for teachers and staff;
- Analyzing the school's schedule to look for opportunities to build in additional support;
- Increasing professional development opportunities for staff;
- Implementing small group or individual student interventions;
- Adding supplementary interventions such as behavior plans and goal setting with students; and/or
- Implementing schoolwide initiatives such as incentives, competitions, and community meetings

Furthermore, OPCS will utilize multiple data points to understand the social-emotional needs of students. These data points will typically include classroom surveys and check-ins, student work analysis, academic performance, attendance, and behavior referrals. Leadership team members review both the schoolwide and individual student data to look for patterns, trends, and outliers. When a student or family member shares anecdotal information that raises concern for the student's wellbeing, this information is documented and shared confidentially with the appropriate staff members. This information is stored in the student information platforms to keep a record of the behaviors and to track the progress of any interventions that may be implemented. The school culture team uses this data to determine the type of support needed. When there is a concern for individual student social and emotional wellbeing, typically the first step is to initiate a discussion between the student and teacher to address the concerning behaviors, determine the cause of negative behaviors, and discuss what can be done to change these behaviors. Teachers work collaboratively with the school culture team, student, and family to gather input on the frequency and intensity of the level of intervention.

Students with an IEP have documents to track their behavior, which show if there is a pattern (i.e. time of day, specific subject) to a student's behavior and are helpful when setting up a daily behavioral plan for the student. Teachers also collect data on contacts with families and the classroom interventions they have tried in order to show school leaders how a student may need a higher level of support. The Social Worker and Dean of Culture (when hired) also maintain additional records and reports on students' behavior and needs.

d. Sharing Learning Practices and Experiences with the Local Board of Education. OPCS will take a number of proactive steps to ensure that student learning practices and experiences are shared with the SPS Board of Education. In communication with both the SPS representative on the Governing Council and our principal point of contact at the district with respect to the provision of special education services, we will invite district representatives to observe our classrooms and to attend our cultural programming. School leaders will share tools, resources, and guidance documents that OPCS uses to ensure students are receiving rigorous, well-rounded educational opportunities. To the extent that a professional learning opportunity that OPCS offers our teachers appeals to district officials, we will invite LEA representatives to attend. And, upon request, OPCS officials will present at SPS Board of Education meetings with respect to best practices we have adopted in any area of interest.

4. TIMETABLE

a. Pre-Opening Action Plan. OPCS will implement and adhere to the following timeline should our application be approved. Additional tasks may be added as needed.

Action	Timeline	Responsibility
Conduct community engagement and outreach in Stamford	January 2024 & ongoing	HP, Governing Council (GC)
Identify facility	July 2024-September 2025	
Renovate and outfit facility	October 2025-August 2025	HP
File for federal 501(c)(3) & Connecticut Tax Exempt Status	Upon Approval-Until Rec'd	GC, Legal Counsel, HP
Establish bank checking account	Upon Approval	Treasurer
Recruit Governing Council members with specific expertise valuable to school start-up and implementation	January 2024-November 2024	GC, HP
Elect GC officers, ratify bylaws, establish committees and membership	At 1st GC meeting	GC
Hold GC Training	Summer 2025 & ongoing	GC, HOS, HP
Finalize and execute Management Agreement between Governing Council and OPCS	March – June 2025	GC, HP
Apply for available public and private grants	Ongoing	GC, HOS, HP
Recruit and Hire HOS	By June 2025	GC, HP
Recruit and Hire Director of Operations	By January 2026	GC, HP
Contract with 4th Sector Solutions or similar provider for accounting support services	Winter 2026	GC
Finalize Employee Benefits package	Upon Approval-1/2026	GC, HP
Develop Financial Policies & Procedures	Winter 2026	Treasurer, 4th Sector Solutions, HP
Establish all relevant financial systems, payroll, billing and other disbursements as per FPP	Winter 2026	Treasurer, 4th Sector Solutions, HP

Adapt Personnel and Student & Family Handbooks to ensure alignment with CT operational requirements	Winter 2026	GC, HP, HOS, Legal Council
Adapt HP curriculum, as needed, to align with CCS	Winter 2025 – Spring 2026	HOS, HP
Recruit and hire founding staff	Fall 2025 – Spring 2026	HOS
Design and launch school website & other marketing materials	Winter 2025 – Spring 2026	HOS, HP
Solicit applications, conduct student lottery & initiate student enrollment process	Winter 2025 – Spring 2026	HOS, Director of Ops/Finance, HP
Finalize evaluation tools for HOS, board, and other admin, instructional and non-instructional staff	Spring – Summer 2026	HP, GC, HOS
Develop Year 1 PD Plan	Spring – Summer 2026	HP, HOS, School Leadership, Teachers
Request/Secure Student records from previous schools (including all IEPs for SWD)	Spring – Summer 2026 (as students are admitted)	HOS, Staff
Arrange transportation services with SPS and district's contracted busing vendor	Spring – Summer 2026	Director of Operations and Finance
Secure insurance policies and finalize contracts with other third-party providers	Spring – Summer 2026	Director of Operations and Finance
Arrange, advertise, and host summer events for enrolled families	Summer 2026	HOS, HP
Send handbook to families	Summer 2026	HOS
Professional development/induction weeks	Summer 2026	HP, all faculty/staff

The pre-opening plan outlined above reflects key learnings from HP's successful school launches. Support from the experienced central office team during the pre-opening period will allow on-the-ground stakeholders to continue building rapport and credibility with community members, families, and district partners. We understand that pre-opening efforts will need to proceed concurrently on a multitude of fronts, and our team has a wealth of relevant experience managing similar projects in a way that allows us to anticipate needs and to coordinate, manage, track, and execute multiple work streams simultaneously.

5. TRANSPORTATION

In accordance with Conn. Gen. Stat. § 10-66ee, OPCS will work collaboratively with SPS and its contracted busing vendor (currently First Student) to ensure the provision of transportation services for students who reside in the district. To the extent that the appeal of our diverse-by-design model results in families from neighboring districts electing to enroll their children at OPCS, we will work in good faith with the appropriate points of contact within those LEAs of residence to generate feasible transportation plans for those students. Students with disabilities often have different eligibility for transportation, including specialized transportation. Eligibility for such transportation is dictated by each student's IEP (and/or Section 504 plan). Transportation for students with disabilities are provided by the nexus district in accordance with all applicable State and Federal laws.

APPENDIX A

APPENDIX I: STATEMENT OF ASSURANCES

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	Olam Public Charter School
Applicant:	Hebrew Public

The Applicant hereby assures the Connecticut State Department of Education that:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. Nondiscrimination

1) For purposes of this Section, the following terms are defined as follows:

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. §§ 32-9n; and
- j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

- 2) For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action equal opportunity employer” in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- 4) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

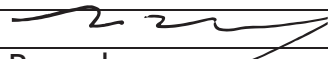
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature of Authorized Official:	
Name: <i>(typed)</i>	Jonathan Rosenberg
Title: <i>(typed)</i>	CEO
Date:	8/20/24

APPENDIX B

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statutes and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions except for those relating to collective bargaining (§§ 10-153a–10-153g, 10-153i, 10-153j, 10-153m); teacher certification*; Chapter 163c of the Connecticut General Statutes (§§ 10-14n – 10-14x); school health and sanitation (§§ 10-203 through 10-217g, inclusive); discrimination in public schools (§ 10-15c); and children with disabilities. To request a waiver, you must specify the section of the law you seek to have waived. (*Teacher certification may be waived on an individual basis under certain conditions. Please contact the Bureau of Educator Standards and Certification for further information).

Name of Applicant: Olam Public Charter School

Address: TBD

City and Zip Code: Stamford, CT 06902

Phone and Fax: Phone: 646-896-9478

1. Section of the general statutes or regulations you seek to have waived:

To the extent necessary, Olam Public Charter School seeks a waiver from the Connecticut General Statutes §10-151b(b)(2) and §§10-66bb(d), which require the use of the Connecticut (CT) Model Evaluation and Support Plan for teachers and administrators subject to said statutes/evaluation requirements.

2. Describe why you feel that this waiver is necessary to achieve your mission.

The mission of Olam Public Charter School (OPCS) is to prepare its diverse student body for advanced studies through a rigorous curriculum and the integration of global citizenship competencies, including instruction in Modern Hebrew. Our network evaluation rubric has been instrumental in the success of our existing schools, including both student achievement and staff satisfaction and retention, and is aligned to the research based best practices of the Danielson rubric and it is respectfully submitted that the HP evaluation rubric aligns with the CT model plan. We have included the rubrics in Appendix N.

3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):

The HP network rubric is part of an overall support and evaluation system that has seen success in our schools in New York City and Philadelphia, contributing to increased student outcomes and teacher and leader satisfaction and retention. It is aligned to the Connecticut rubric and to research based best practice (Danielson). Additionally, it allows for our teacher and leader support, coaching and professional development to be consistent and comprehensive across all of our schools in the network.

Date of Application: November 4, 2024

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CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statutes and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions except for those relating to collective bargaining (§§ 10-153a–10-153g, 10-153i, 10-153j, 10-153m); teacher certification*; Chapter 163c of the Connecticut General Statutes (§§ 10-14n – 10-14x); school health and sanitation (§§ 10-203 through 10-217g, inclusive); discrimination in public schools (§ 10-15c); and children with disabilities. To request a waiver, you must specify the section of the law you seek to have waived. (*Teacher certification may be waived on an individual basis under certain conditions. Please contact the Bureau of Educator Standards and Certification for further information).

Name of Applicant: Olam Public Charter School

Address: TBD

City and Zip Code: Stamford, CT 06902

Phone and Fax: Phone: 646-896-9478

1. Section of the general statutes or regulations you seek to have waived:

Olam Public Charter School seeks a waiver from the statutory enrollment ceiling set forth in Conn. Gen. 10-66bb(c)(1)(A)(i) which prohibits state charter schools from enrolling more than 250 students.

2. Describe why you feel that this waiver is necessary to achieve your mission.

The mission of Olam Public Charter School (OPCS) is to prepare its diverse student body for advanced studies through a rigorous curriculum and the integration of global citizenship competencies, including instruction in Modern Hebrew. We intend to open with founding cohorts in grades PreK, K and 1 in the 2026-2027 instructional year and to phase in one additional grade each year until reaching scale as a fully grown PreK-8 school in the 2033-2034 school year. This slow growth approach, taken by our other network schools, will ensure successful implementation of our model with fidelity while channeling the necessary resources towards our students. Based on the track record of our directly operated schools in Brooklyn, Staten Island and Philadelphia, demonstrated interest and support from stakeholders in the Stamford community, and that we want to open a PreK-8 school, we anticipate exceeding the 250 student threshold in Year 4 of our charter term (SY 2029-2030) when we have Grade 4.

3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):

Operating a full PreK-8 continuum with two sections per cohort will both allow OPCS to satisfy the demand we anticipate for our program and to operate in a programmatically and financially viable fashion. The enrollment projections provided in this application and built into our budget model will allow our school to maintain the staffing ratios and to provide the programmatic support needed to ensure successful execution of our model and fulfillment of our mission.

Date of Application: November 4, 2024

APPENDIX C

Response 03f-Founding Team Resumes

Table of Contents

Resume	Page Number
Jon Rosenberg	Response 03f-1
Elyse Castellano	4
Emily Fernandez	6
Jennice Hyde	8
Valerie Khaytina	11

JON ROSENBERG

646-217-2212; jon@hebrewpublic.org

Organizational leader with experience in the fields of public education, civil rights, children and families, racial and economic integration, and criminal justice.

LEADERSHIP EXPERIENCE

[Hebrew Public](#). President & CEO (2014-present). Hebrew Public is a national network of secular public charter schools that are racially and economically diverse, and that prepare children from all backgrounds to become global citizens.

- Chief executive for team of 27 network and 275 school staff.
- Led program redesign effort in early 2019, resulting in new organizational values and a sharpened focus on teacher development and student support.
- Secured competitive \$4.9 million federal Charter Schools Program and \$4.2 million federal Teacher and School Leader Incentive Program grants.
- Grew managed school revenue from \$7.6 million in 2013-14 school year to more than \$41 million in 2023-24.
- Developed first earned revenue for the network organization and increased it from zero in 2015-16 to \$3 million in 2023-24.
- Helped lead national effort for charter schools to secure federal relief funds during the Covid pandemic.

[Roads Charter High Schools](#). Executive Director (2012-2013).

- Briefly led organization managing two public high schools serving academically-behind, systems-involved young people.

[Repair the World](#). CEO (2009-2012).

- Founding staff leader of organization dedicated boosting volunteerism and service-learning in the American Jewish community.
- Co-designed competitive grant process.
- Led design of research projects relating to young adult views on community service and social justice.
- Secured more than \$14 million in philanthropic commitments.

[Roads to Success](#). Executive Director (2004-2009).

- Founding staff leader of career and college readiness program serving secondary students in New York City and in rural communities in New York, Pennsylvania and West Virginia.
- Led design and implementation of quasi-experimental design study with Mathematica Policy Research.

TEACHING EXPERIENCE

[Columbia University, School of Law](#). Adjunct Lecturer at Law (1999-2007).

- Taught seminar in Children and the Law, focusing on public education, child welfare, and juvenile justice system reform issues.

Columbia University, Teachers College. Associate Adjunct Professor (2003-2004).

- Taught course in Education Law, with a focus on equity and civil rights.

OTHER WORK EXPERIENCE

Edison Schools Inc. Deputy General Counsel (2003-2004); Associate General Counsel (2000- 2002).

- Ensured compliance with law, policy, and mission in areas of special education, student discipline, parent communication, services for English language learners, and student assessment.
- Negotiated partnership agreements with state education departments, charter school boards, and school districts.

United States Department of Education, Office for Civil Rights. Senior Civil Rights Attorney (1998-2000); Civil Rights Attorney (1995-1997).

- Negotiated NYC-wide resolution agreement to address the overrepresentation of children of color in restrictive special education settings.
- Ensured school district and university compliance with federal civil rights laws, including accessibility under Americans with Disabilities Act.
- Recipient of Assistant Secretary's Award and of Special Act Awards.

The Children's Aid Society. Director of the Immigration & Welfare Reform Project (1997- 1998).

- Established school-based service partnerships to help families with issues of public benefits and immigration status.
- Created Office of Public Policy and Client Advocacy.

The Legal Aid Society, Criminal Appeals Bureau. Associate Appellate Counsel and Melvin Steen Fellow (1992-1994).

- Represented indigent defendants in appeals from their criminal convictions.

The Children's Aid Society. Associate, Department of Development; Unit Director, Wagon Road Camp (1988-1989).

- Supervised a staff of 12 at a residential camp for children with special needs.

EDUCATION

Columbia University, School of Law. Juris Doctor.

- Harlan Fiske Stone Scholar
- Articles Editor, Human Rights Law Review
- Jane Marks Murphy Prize for Achievement in Clinical Education

University of Pennsylvania, College of Arts & Sciences. Bachelor of Arts in English.

PRIOR BOARD & VOLUNTEER SERVICE

- Ascend Learning, Board Member for a Brooklyn-based network of public charter schools.
- Learning Heroes, Advisory Board Member
- Center for Learner Equity, Founding Board Member

- [Coalition of Diverse Charter Schools](#), Board Member and Chair of the Revenue Committee
- [Montclair Public Schools \(NJ\) Integration Taskforce](#), Co-Chair for multiyear effort to preserve town's effort to preserve racial integration in its public schools.
- [Reimagining Service](#), Council Member and Martin Luther King, Jr. Day Ambassador of Service
- [NYC Bar Association](#), Chair of Committee on Education and the Law; member of Committee on Children and the Law.
 - Co-author of report on discrimination in access to gifted and talented education programs in New York City public schools.

Elyse Castellano

Career Summary

Experienced Operations and Finance Leader

Over 10 years of experience in leading and managing finance and operations teams during rapid growth and change within the education industry.

- Team Management and Development
- Change Management
- Entrepreneurial
- Financial Management
- Project Management
- Crisis Communication Development

Key Accomplishments

- Standardized processes and procedures to open more than 30 new schools during rapid organizational growth, ensuring consistent operational excellence across all campuses
- Implemented a HRIS to improve employee satisfaction and ensure schools operated at maximum productivity
- Partnered with CEO to develop financial models tracking school revenue and expenses to make resource allocation decisions
- Hired, on-boarded and trained over 75 operations employees serving more than 7,000 students from low income communities
- Created focused development plans to build capacity and retain top talent

PROFESSIONAL EXPERIENCE

Hebrew Public (HP), New York, NY

July 2015 – Present

Chief Operating and Financial Officer/Chief of Staff /Senior Director of Operations and Finance / Sr. Director of School Operations /Director of School Operations

I developed infrastructure for a new charter management organization which included creating policies and procedures for school network management. I was promoted to positions focused on new school development, building and managing budgets, creating processes for achieving operational excellence, sharing best practices, and building capacity. I directly manage a team responsible for financial management, technology implementation, health and safety, data collection, compliance, student enrollment, and facility management.

- Oversee all operational functions across all network schools and the network organization
- Leading the development and implementation of operational strategy, policy, and protocols for our network of schools as well as the network organization
- Oversee facilities maintenance and collaborate with CEO to manage renovation and new build projects
- Manage network-wide health and safety initiatives in response to pandemic conditions
- Lead cross functional projects in support of compliance reporting, charter renewals, school development and financial planning
- Developed a performance management tool for operations team members to align performance with strategic goals of the organization

Success Academy Charter Schools (SA), New York, NY

June 2012 – July 2015

Senior Business Operations Manager/Business Operations Manager/Operations Manager

I was hired to support the opening of SA's first middle school in 2012 and was promoted twice in 3 years to positions that were focused on developing standardized procedures and training to grow the network from 7 schools to 35 schools. I managed the performance of over 15 school based operations team members responsible for daily operations, student health and safety, technology implementation, facility management, transportation and parent communication.

Queens Hebrew Public Charter School

- Achieved #1 in Quality of Excellence Operation for school based operations by training over 50 employees and building strong systems resulting in 95% student retention
- Collaborated across departments to design and implement training for over 75 operations employees to enhance the academic program for over 5,000 students
- Supported leadership with special projects pertaining to hiring, onboarding and developing employees which resulted in improving our staff retention by 3.5%
- Established strong relationships with key stakeholders to recruit and retain students and employees while connecting with community based leaders to maximize the students' experience

EARLIER EXPERIENCE

Market/Customer Research MBA Intern, The Hartford, Hartford, CT

May 2011 – July 2012

Developed and analyzed customer surveys in order to provide actionable insights and recommendations relative to marketing strategies targeting both customers and agents within the small commercial space. I provided customer requirements to inform compelling end-to-end experiences, value propositions and brand management.

Business Growth Project Manager, UConn Office of Technology Commercialization, CT

Jan 2011 - Dec 2011

Managed a team of 8 to develop “go-to market” strategies in support of product commercialization. I performed market research for a startup company and identified product attributes most desired by end users.

Budget Analyst, Brooklyn Academy of Music (BAM), Brooklyn, NY

October 2008 – July 2010

Assisted in overseeing BAM's \$40M operating budget by building revenue and expense analysis.

EDUCATION

Master's Degree in Business Administration (MBA) - Concentration in Strategic Marketing and Finance

University of Connecticut School of Business, Storrs, CT

Bachelor of Arts in Sociology and Spanish

Tufts University, Medford, MA

Emily Fernandez

Profile

Educational leader with 15 years achieving strong academic results for young people and families. Experienced in responsive and restorative practices, real-time coaching, and intentional observation/feedback cycles to drive instructional rigor and a culture which both students and teachers thrive. Effective leader of team and individual staff development with a focus on inclusion, equity, and communication to produce in high staff retention and collaboration. Proven ability to maximize project management techniques and lead programmatic change and initiatives. Deep belief in young people and their ability to thrive when presented with rigorous challenges paired with unwavering support.

Experience

CHIEF SCHOOLS OFFICER, HEBREW PUBLIC

2019 - PRESENT

- Creates and manages implementation of, programmatic vision for Hebrew Public's managed schools across New York and Philadelphia
- Coaches and supervises Heads of School, providing direction, support and evaluation
- Developed and launched Head of School coaching and development structures including summer leadership professional development, weekly site visits grounded in student data and teacher observations, and monthly cohort training days
- Collaborated with Talent to determine and launch evaluation tool, system, guidance and accountability
- Coaches and supervises Hebrew Public Network Academic Team, providing direction, support and evaluation
- Partners with Senior Leadership Team to ensure longevity and vibrance of Hebrew Public

SCHOOL DIRECTOR, BROWNSVILLE ASCEND MIDDLE SCHOOL

2014 - 2019

- 14th out of 405 NYC charter school cohorts in combined overall growth in founding year (22 point growth in Math and 12 point growth in ELA)
- 10%+ growth in Math each year fully grown (28% in Math 2018; 13% in 2019) and 7%+ growth in ELA for each year fully grown (14% 2018; 7% 2019)
- Coached and developed 8 - 10 leadership team members 1:1, as well as at-risk teachers
- Recruited and retained diverse staff of 40+ teachers and leaders; 80+% retention rate YOY for fully grown school (2017 through 2019)
- Created and delivered annual professional development to network school directors and deans on instructional leadership, observation, coaching, evaluation and development of teachers
- Managed budget and discretionary spending to consistently align with net target with a positive variance
- Oversaw student enrollment maintaining a consistent waitlist to meet or exceed goals
- Ensured wholistic school-wide planning entailed academic and extra-curricular afterschool programming, field lessons, community meetings, advisory and more

DEAN OF INSTRUCTION, BROOKLYN ASCEND CHARTER SCHOOL

2012 - 2014

- Observed, coached and developed 13 teachers 1:1; developed and implemented intensive support plans for at risk teachers
- Vetted assessments, curricular materials, and lesson plans providing feedback for implementation and enhancement
- Created and delivered annual professional development to instructional staff on data driven instruction, instructional pedagogy and school culture vision
- Coordinated the collection and analysis of data with academy RTI team to create, implement and monitor individual student support plans
- Created and delivered professional development to network deans of instruction on observation and feedback cycle

- 5th & 6th grade general education reading teacher of diverse learners
- Managed classroom data tracking systems with an overall increase in scholar reading levels by 1.5+ years
- Led school-wide implementation of leveled libraries, Teacher's College Running Records and GatesMacGinitie reading assessments
- Led grade team in planning and implementation of student culture vision, grade-wide teacher instructional support and acted as liaison between grade team and school leadership
- Participated in triannual Teacher Leader development centered on instructional coaching and support; completed Research for Better Teaching: Studying Skillful Teaching
- Mentored and coached first year teachers through bi-weekly observations and feedback sessions
- Developed centralized vocabulary curriculum for KIPP NYC 5th grade literacy curriculum platform in founding year of implementation

- 4th grade general education teacher of diverse learners
- Educational Excellence School Advisory committee member
- I Have A Dream-Overtown afterschool instructor
- Little River Elementary School weekend achievement instructor

Education

- Hunter College, M.S., Teachers in Childhood Education, w/distinction 2009
- Boston University, B.A., Sociology 2005

Certifications, Associations

- NY State Childhood Education 1-6, Professional Certification September 2010
- Teach for America Alumni Collective (School Leaders of Color 2019 conference presenter)

Jennice D. Hyde

(281) 736-7096 · jennice.hyde@gmail.com
Missouri City, Texas

EXPERIENCED K-12 TALENT LEADER

Results-driven K-12 educational leader with over 15 years of experience serving and leading in K-12 schools. Demonstrated track record of achieving impactful outcomes in strategic talent acquisition. Skilled in guiding a dynamic team of talent leaders, excelling in building robust partnerships with schools to secure top-tier talent. Proficient in creating inclusive environments, successfully leading initiatives around diversity, equity, and inclusion, and fostering collaboration across teams.

KEY COMPETENCIES

Talent Strategy
Leadership Development
Recruitment

Diversity & Inclusion
HR Management
Performance Management

Communication
Employee Engagement
Relationship Building

LEADERSHIP EXPERIENCE

Hebrew Public Charter Schools for Global Citizens | New York, NY

July 2022- Present

Chief Talent Officer

Lead strategic development and implementation of comprehensive talent management initiatives encompassing recruitment, selection, and retention. Focus on fostering collaborative relationships, ensuring acquisition and retention of top-tier educational professionals, and driving the overall success of the organization through effective talent strategies.

Accomplishments:

- Set the vision and strategic approach for attracting and recruiting top-tier talent, while effectively leading a high-performing talent team.
- Executed targeted recruitment strategies, significantly enhancing the diversity of educational professionals hired.
- Optimized the onboarding process, improving efficiency and boosting overall employee satisfaction.
- Orchestrated successful retention initiatives, resulting in increased employee tenure.
- Revitalized selection processes, reducing time-to-fill key positions significantly.
- Led impactful diversity and inclusion initiatives, promoting a more inclusive workforce.

Hebrew Public Charter Schools for Global Citizens | New York, NY

July 2019- July 2022

Managing Director of Talent

Senior Director of Talent

Director of Recruitment & Strategic Initiatives

Contributed to the recruitment and onboarding processes, supporting the acquisition of top educational talent. Collaborated with senior talent leaders to implement effective strategies that align with organizational goals and enhance the overall success of the educational institution.

Accomplishments:

- Strengthened candidate outreach strategies, boosting applications for teaching positions.
- Streamlined the interview process, reducing time-to-fill key roles significantly.
- Collaborated with schools to build a diverse talent pipeline, leading to increased hiring of underrepresented groups.
- Successfully coordinated recruitment events, attracting high-quality candidates and increasing organizational visibility.
- Utilized data analysis to optimize talent acquisition processes, enhancing overall efficiency.

Interim Head of School

Assistant Head of School

Provided visionary leadership and strategic direction to create a positive learning environment. Effectively managed daily operations, curriculum development, and student welfare, fostering a collaborative school culture that promoted academic excellence and student success.

Accomplishments:

- Effectively guide and inspire a diverse team of academic and culture leaders and teachers to foster a collaborative and high-performing school culture.
- Build strong relationships with families through open communication and inclusive initiatives that promote a supportive school community.
- Set and communicate a compelling instructional vision that aligns with educational goals, ensuring a cohesive and effective teaching approach.
- Promote a culture of continuous improvement, encouraging professional development and growth opportunities for staff to elevate teaching practices and school operations.

Responsive Education Solutions | Dallas, TX

2017-2018

Campus Director

Specialized in credit recovery, oversaw programs supporting struggling students in achieving graduation through individualized, innovative approaches. Facilitated credit retrieval initiatives, ensuring students overcame academic challenges for successful high school completion.

Accomplishments:

- Implemented an individualized learning approach leading to increased credit attainment for students in an alternative setting.
- Successfully secured partnerships with local businesses, providing internship opportunities for practical skills and experience.
- Collaborated with community organizations to provide additional resources, improving overall student well-being and academic success.

Harmony Public Schools | Houston, TX

2015-2017

Elementary Principal

Provided strategic leadership to create a positive learning environment, overseeing curriculum development, staff management, and student welfare. Fostered a collaborative school culture, ensuring effective daily operations, and promoting academic excellence for the overall success of the elementary school.

Accomplishments:

- Established a positive and inclusive school culture through effective behavior management strategies.
- Enhanced parent engagement through regular communication and inclusive initiatives.
- Successfully led curriculum development initiatives, aligning instructional practices with educational goals.
- Implemented a mentorship program for new teachers, fostering a supportive professional community.

Harmony Public Schools | Houston, TX

2010-2015

Dean of Students

Fostered a positive school culture by overseeing student discipline, behavior management, and ensuring a safe and inclusive learning environment. Collaborated with teachers, parents, and administrators, responsibilities included implementing support programs, addressing student concerns, and contributing to the overall well-being and success of students within the school community.

Accomplishments:

- Implemented a proactive behavior management system, contributing to a positive and inclusive school environment.
- Developed and led character education initiatives, fostering a sense of responsibility and respect among students.
- Successfully mediated and resolved student conflicts, promoting a harmonious and supportive school community.

TEACHING & OTHER EXPERIENCE

Harmony Public Schools | Houston, TX

2008-2010

Teacher

Taught K-12 Health, Physical Education and Character Education

2007-2008

Texas Department of Family & Protective Services | Houston, TX

Child Abuse & Neglect Investigator

Conducted investigations into allegations of child maltreatment, collaborating with various professionals to ensure the safety of at-risk children. Crucial responsibilities include assessing abuse cases, providing family support, and advocating for the protection of children in vulnerable situations.

EDUCATION

Letourneau University

Master of Education | Educational Administration Specialization | August 2014

Prairie View A&M University

Master of Arts | Counseling | May 2011

Stephen F. Austin State University

Bachelor of Science | Health Science & Kinesiology | August 2007

CERTIFICATIONS

Principal EC-12 | Texas Educator Certificate

Physical Education EC-12 | Texas Educator Certificate

Valerie Khaytina

715 Ocean Parkway, Apt. 6D, Brooklyn, NY 11230

Valerie.Khaytina@gmail.com ♦ 718-496-4574

Areas of Expertise

Financial Resource Development

- ♦ Major gift solicitation
- ♦ Planned giving and endowments
- ♦ Venture philanthropy
- ♦ E-philanthropy
- ♦ Emergency/crisis fundraising
- ♦ Grant writing
- ♦ Foundation and donor research
- ♦ Donor recognition programs
- ♦ Event planning

Organizational Strategy

- ♦ Business and strategic plan development
- ♦ Partner and client acquisition and retention
- ♦ Team leadership
- ♦ Social networking

Government & Organizational Relations

- ♦ Coordination of national partnerships
- ♦ Stewardship
- ♦ Consensus building
- ♦ Engagement and outreach

Student Recruitment & Retention

- ♦ Strategy development and implementation
- ♦ Program oversight
- ♦ Data analysis
- ♦ Communications

Professional Experience

Hebrew Public, New York, NY (2013-present)

Chief External Officer

Director of Strategic Philanthropy

Oversee and responsible for the organization's external relations, including board and funder stewardship, government relations, marketing & PR, student recruitment, Hebrew and Israel studies curriculum and programming, alumni initiatives. Participate in all aspects of external relations for new school development.

Contributions:

- ♦ Created and lead the external relations team responsible for all external-facing initiatives of the organization as well as mission-aligned programs focused on Modern Hebrew and Israel
- ♦ Execute all fundraising initiatives ranging from multi-million dollar gift solicitations to online giving campaigns
- ♦ Create a plan and oversee implementation of all student recruitment and retention activities, responsible for recruiting 2,000+ to directly-managed schools
- ♦ Work with the board, committees and lay leaders to secure major gifts and to build meaningful connections with key stakeholders
- ♦ Design strategy and develop programs to provide an academically excellent and engaging curriculum teaching pre-K-8th grade students Modern Hebrew and Israel Studies
- ♦ Envision, design and implement alumni initiatives
- ♦ Directly manage a team of seven and an indirect oversight on all external activities for five school principals
- ♦ Lead the organization's marketing, PR and communication activities

World ORT, Inc., New York, NY (2008-2013)

Head of New York Team

Deputy North American Representative

Represent the organization to Jewish federations in the U.S. and Canada. Lead designated fundraising efforts and lobby for organizational presence in the Jewish Federations of North America.

Contributions:

- ◆ Liaise with Jewish federation senior lay leaders and executives ensuring and reporting on World ORT's annual support from the Jewish federation system
- ◆ Raised \$500,000 from new philanthropic sources in first-time commitments
- ◆ Improve the organization's name recognition and branding through better positioning in the Jewish Federations of North America national communications, and through prominent placement at the General Assembly, TribeFest, Lion of Judah conferences
- ◆ Steward major donor relationships for the senior leadership team based in London, UK
- ◆ Initiate and coordinate mission site visits for Jewish Federations of North America and individual funders
- ◆ Created organizational databases of major donors, private and corporate foundations
- ◆ Established Russian division for the organization, recruiting 50 business professionals and holding annual fundraising events for programs in Israel and the former Soviet Union
- ◆ Pioneered e-philanthropy and social networking programs resulting in low-end donations from first-time Internet givers; increased brand recognition on Twitter, Facebook, eJewishPhilanthropy.com
- ◆ Head the New York City representative office

United Jewish Communities (UJC), Inc., New York, NY (2001-2008)

Planned Giving and Endowments/Donor Acquisition and Retention

Assistant Director

Associate

Administrative Assistant

Assumed higher-level management positions to eventually oversee UJC's venture philanthropy initiatives, and develop donor acquisition and retention efforts. Facilitated overseas fundraising from federation endowment sources for Israel and overseas programs.

Contributions:

- ◆ Raised over \$2 million for matching grants program for Ethiopian Israeli students
- ◆ Facilitated annual transfer of \$1 million from donor-advised funds and supporting foundations to Israeli and other overseas charities
- ◆ Served as a primary liaison on Israel and overseas issues to endowment professionals and lay leaders in the federation system
- ◆ Designed and launched UJC Social Venture Fund for Jewish-Arab Equality and Shared Future
- ◆ Launched UJC's first national endowment recognition program totaling over 1,000 major donors
- ◆ Authored content for e-newsletters and administered top ranked interoffice endowment web site
- ◆ Conducted studies and research on youth philanthropy, family philanthropy, private foundation giving to Jewish causes and donor acquisition; published the materials on the organization's internal site for the use of development professionals in the field
- ◆ Planned annual endowment department events for major national conferences and missions

Additional Experience

COJECO, New York, NY (2012 – 2017)

Treasurer

Organizational strategy and vision

Jewish Federations of North America, New York, NY (2009 – 2018)

Speaker

Motivational speaker for Jewish federation lay leaders on topics of Jewish identity building and the impact of the federations' philanthropic giving; presentations to groups of 100 and more people

Education and Training

Middlebury College, Middlebury, VT

Master of Arts (2022-2022)
Concentration in Teaching Hebrew as a Second Language

Baruch College, City University of New York, New York, NY
Master of Public Administration (2002-2004)
Concentration in Nonprofit Management
Bachelor of Business Administration (1998-2001)
Concentration in International Marketing; Minor in Hebrew

New York University School of Continued Professional Studies, New York, NY
Classes towards certificate in grant making and foundations

APPENDIX D

Sample Schedules by Grade band

Note that this sample schedule does not presume that all classes follow the exact same flow, but rather each component and time should be included, with flexibility for at what point in the school day (8:00-3:30) they occur. Things to note:

- These times are built without a transition and some schools may want to consider building transition time into the schedule.
- EL/Close Reading & Eureka/Number Stories should be scheduled in one 90 minute block

K-2 Sample Schedule

Time	Monday-Thursday			Friday
7:40-8:00	Arrival and Breakfast		7:40-8:00	Arrival and Breakfast
8:00-8:30	Morning Meeting		8:00-8:30	Morning Meeting
8:30-9:15	EL & FUNdations		8:30-9:15	EL
9:15-10:00			9:15-10:00	Hebrew/OLAM
10:00-10:45	Hebrew		10:00-10:45	Specials
10:45-11:30	Specials		10:45-11:30	Eureka
11:30-12:15	Lunch/Recess		11:30-12:15	Independent Reading/SEL
12:15-1:00	Eureka & Number Stories		12:15-1:00	Lunch & Dismissal
1:15-1:45				
1:45-2:30	Small Group			
2:30-3:15	Science			
3:15-3:30	Closing Circle, Pickup, Dismissal			

3-5 Sample Schedule

Time	Monday-Thursday			Friday
7:40-8:00	Arrival and Breakfast		7:40-8:00	Arrival and Breakfast
8:00-8:30	Morning Meeting		8:00-8:30	Morning Meeting
8:30-9:15	EL & Close Reading		8:30-9:15	EL
9:15-10:00			9:15-10:00	Hebrew/OLAM
10:00-10:45	Hebrew		10:00-10:45	Specials
10:45-11:30	Specials		10:45-11:30	Eureka
11:30-12:15	Lunch		11:30-12:15	Independent Reading/SEL
12:15-1:00	Eureka & Number Stories		12:15-1:00	Lunch & Dismissal
1:00-1:45				
1:45-2:30	Small Groups (Reading/Math)			
2:30-3:15	Science/Social Studies			
3:15-3:30	Closing Circle, Pickup, Dismissal			

6-8 Sample Schedule

Time	Monday-Thursday			Friday
7:40-8:00	Arrival and Breakfast		7:40-8:00	Arrival and Breakfast
8:00-8:30	Advisory		8:00-8:30	Advisory
8:30-9:15	EL & Close Reading/Writing (R)		8:30-9:15	EL
9:15-10:00			9:15-10:00	Hebrew/OLAM
10:00-10:45	Hebrew		10:00-10:45	Specials
10:45-11:30	Specials		10:45-11:30	Eureka
11:30-12:15	Lunch		11:30-12:15	Independent Reading/SEL
12:15-1:00	Eureka		12:15-1:00	Lunch & Dismissal
1:00-1:45	Small Groups (Reading & Math)			
1:45-2:30	Science			
2:30-3:15	Social Studies			
3:15-3:30	Closing Circle, Pickup, Dismissal			

Pre-K Sample Schedule

Time	Minutes	Monday-Thursday			Friday
8:00-8:25	25	Breakfast and Table Top Play		8:00-8:25	Breakfast and Table Top Play
8:25-8:30	5	Transition		8:25-8:30	Transition
8:30-8:50	20	Morning Meeting		8:30-8:50	Morning Meeting
8:50-10:00	70	Centers Meeting & Centers (Small groups should happen during this time)		8:50-10:50	Centers and Small Groups AM and PM
10:00-10:05	5	Transition		10:50-10:55	Transition
10:05-10:30	25	Read Aloud		10:55-11:20	Read Aloud
10:30-10:50	20	Journaling/Learning Lab		11:20-11:50	Lunch
11:00-11:30	30	Outside Play/ Recess		11:50-11:55	Transition
11:30-1:00	90	Lunch and Nap Time		11:55-12:00	Question of the Day
1:00-1:05	5	Transition		12:00-12:30	Journaling/Learning Lab/Hebrew
1:05-1:10	5	Question of the Day		12:30-1:00	Pack Up and Dismissal
1:10-1:25	15	Read Aloud			
1:25-2:30	65	Centers Meeting & Centers (Small groups should happen during this time)			
2:30-3:00	30	Hebrew			
3:00-3:15	15	Pack Up and Dismissal			

APPENDIX E

THIS IS A LIVE DOCUMENT - PLEASE DO NOT COPY!

This pacing guide is intended to guide your work in EL, Close Reading, Eureka squared, and its implementation this year. There will likely be the need for school customization based on field trips or other school events that change pacing and schedules. However, completion of each module within one week of this guide is essential in order to complete all modules of learning for 24-25.

The green cells indicate a mid-module, end of module assessment or other network-wide assessment (e.g. MAP, DIBELS).

Column J will support both leaders and teachers check assessment entry throughout each quarter. This will support both school leaders and teachers monitor assessment entry in GradeBook.

The blue cells indicate a flex day. Use these days to catch up on pacing, or response to classroom data.

The pink cells indicate no school.

The purple cells indicate a half day. On these days, adjust schedules as needed in order to prioritize core content and keep up with pacing.

The yellow cells indicate PD Days (staff only, no students).

The EL Education Module Teacher Guides are linked in column D of the Scope and Sequence tabs. Google Slides for each lesson are linked in the Pacing Charts. Teachers can make a copy of the slide and modify them for the needs of the students in their class.

The Number Stories are sequenced and numbered by problem-type in column H.

Quarter/Week	Week (Date)	Calendar Note	Prd.	EL Education	Fundations	Eureka Squared	Number Stories	Assessments	GradeBook	Notes
Quarter 1										
Q1W0 (SIHP only)	8/26-8/30	8/27 - First Day for SIHP (Half-day) 8/28 - Half-day	1							
			2	Library, ELA Routines and Procedures, Read Aloud	Orientation	Week of Inspirational Math [1]	N/A - Half Day	Reading & Math Diagnostic Window Opens		Half-day
			3	Library, ELA Routines and Procedures, Read Aloud	Orientation	Week of Inspirational Math [2]	N/A - Half Day			Half-day
			4	Reserved for DIBELS		Week of Inspirational Math [3]	Week of Inspirational Math [4]			
			5	Reserved for DIBELS		Week of Inspirational Math [5]	N/A			
Q1W1	9/2-9/6	9/3 - First Day of School (Half Day)	1	Labor Day - School Closed						
			2	Library, ELA Routines and Procedures, Read Aloud	Orientation	Math Routines and Procedures	N/A - Half Day	NYSITELL Window Opens		First Day of School; Half Day; 9/3: Marking Period 1 begins
			3	Library, ELA Routines and Procedures, Read Aloud	Orientation	Math Routines and Procedures Student Toolkits [6]	Math Routines and Procedures Turn & Talk Partner			
			4	Reserved for DIBELS		Module 1, Topic A, Lesson 1 Family Math Letters	Math Routines and Procedures Agree/Disagree Signals [7]			
			5	Reserved for DIBELS		Module 1, Topic A, Lesson 2	N/A			
Q1W2	9/9-9/13		1	Module 1: Tools and Work: Unit 1: Learning to Ask and Answer Questions: Getting to Know the Tools Around Us:	Level 1, Unit 1, Week 1, Day 1	Module 1, Topic A, Lesson 3	Launch Number Stories Routines and Procedures			
			2	M1U1L2	U1W1D2	Module 1, Topic A, Lesson 4	Launch Number Stories Routines and Procedures			
			3	M1U1L3	U1W1D3	Module 1, Topic A, Lesson 5	Number Stories #1 (JRU)			
			4	Reserved for Fall MAP Reading		Module 1, Topic A, Lesson 6	Number Stories #2 (JRU)			
			5	Reserved for Fall MAP Reading		Module 1, Topic B, Lesson 7	N/A			
Q1W3	9/16-9/20		1	M1U1L4	U1W1D4	Module 1, Topic B, Lesson 8	Number Stories #3 (SRU)			
			2	M1U1L5	U1W1D5	Module 1, Topic B, Lesson 9	Number Stories #4 (SRU)			
			3	M1U1L6	U1W2D1	Reserved for Fall MAP Math				
			4	M1U1L7	U1W2D2	Reserved for Fall MAP Math				
			5	N/A	U1W2D3	Module 1, Topic B, Lesson 10	N/A	NYSITELL Window Closes Reading & Math Diagnostic Window		
Q1W4	9/23-9/27		1	M1U1L8 - Unit 1 Assessment	U1W2D4	Module 1, Topic B, Lesson 11	Number Stories #5 (PPW - WU)			
			2	Flex Day	U1W2D5	Module 1, Topic B, Lesson 12	Number Stories #6 (PPW - WU)			
			3	Module 1: Tools and Work: Unit 2: Reading Closely: Learning about Habits of Character: Lesson 1	Fundations Unit 1 Assessment	Module 1, Topic C, Lesson 13	Number Stories #7 (CDU)			
			4	M1U2L2	Flex Day/Reteach	Module 1, Topic C, Lesson 14	Number Stories #8 (CDU)			
			5	N/A	Flex Day/Reteach	Module 1, Topic C, Lesson 15	N/A			
Q1W5	9/30-10/4		1	M1U2L3	Level 1, Unit 2, Week 1, Day 1	Module 1, Topic C, Lesson 16	Number Stories #9 (M)			Q1 ELA Assessment #1 & #2: EL Unit 1 & Fundations Unit 1
			2	M1U2L4	U2W1D2	Module 1, Topic C, Lesson 17	Number Stories #10 (M)			
			3	M1U2L5	U2W1D3	Module 1, Topic D, Lesson 18	Number Stories #11 (MD)			
			4	Rosh Hashanah - Schools Closed						
			5							
Q1W6	10/7-10/11		1	M1U2L6	U2W1D4	Module 1, Topic D, Lesson 19	Number Stories #12 (MD)			
			2	M1U2L7	U2W1D5	Module 1, Topic D, Lesson 20	Number Stories #13 (PD)			
			3	M1U2L8	U2W2D1	Module 1, Topic D, Lesson 21	Number Stories #14 (PD)			
			4	M1U2L9	U2W2D2	Module 1, Topic D, Lesson 22	Number Stories #15 (JCU)			
			5	N/A	U2W2D3	Module 1, Topic D, Lesson 23	N/A			
Q1W7	10/14-10/18		1	Indigenous Peoples' Day - Schools Closed						
			2	M1U2L10 - Unit 2 Assessment	U2W2D4	Module 1, Topic D, Lesson 24	Launch Counting Collections [8]			
			3	Flex Day	U2W2D5	Module 1, Topic D, Lesson 25 Counting Collections #1	Number Stories #16 (JCU)			
			4	Module 1: Tools and Work: Unit 3: Writing to Show Understanding: Creating a Magnificent Thing: Lesson 1	Fundations Unit 2 Assessment	Module 1 Assessment	Number Stories #17 (SCU)			
			5	N/A	Flex Day/Reteach	Module 1 Assessment	N/A			
Q1W8	10/21-10/25		1	M1U3L2	Flex Day/Reteach	Module 2, Topic A, Lesson 1 Family Math Letters	Number Stories #18 (SCU)			Q1 Math Assessment #1: Module 1
			2	M1U3L3	Flex Day/Reteach	Module 2, Topic A, Lesson 2	Number Stories #19 (PPW - PU)			Q1 ELA Assessment #3 & #4: EL Unit 2 & Fundations Unit 2
			3	M1U3L4	Level 1, Unit 3, Week 1, Day 1	Module 2, Topic A, Lesson 3	Number Stories #20 (PPW - PU)			
			4	M1U3L5	U3W1D2	Module 2, Topic A, Lesson 4	Number Stories #21 (JSU)			
			5	N/A	U3W1D3	Module 2, Topic B, Lesson 5	N/A			
			1	M1U3L6	U3W1D4	Module 2, Topic B, Lesson 6	Number Stories #22 (JSU)			
			2	M1U3L7	U3W1D5	Module 2, Topic B, Lesson 7	Number Stories #23 (SSU)			

Q1W9	10/28-11/1		3	MTU3L8	U3W2D1	Module 2, Topic C, Lesson 8	Number Stories #24 (SSU)				
			4	MTU3L9	U3W2D2	Module 2, Topic C, Lesson 9	Number Stories #25 (CRU)				
			5	Diwali - Schools Closed							
Q1W10	11/4-11/8		1	MTU3L10	U3W2D3	Module 2, Topic C, Lesson 10	Number Stories #26 (CRU)				
			2	MTU3L11	U3W2D4	Module 2, Topic C, Lesson 11	Number Stories #27 (JRU)				
			3	MTU3L12 - Unit 3 Assessment	U3W2D5	Module 2, Topic C, Lesson 12	Number Stories #28 (JRU)				
			4	MTU3L13	Fundations Unit 3 Assessment	Module 2, Topic C, Lesson 13	Number Stories #29 (CDU)				
			5	N/A	Flex Day/ReTeach	Module 2, Topic D, Lesson 14	N/A		Q1 ELA Assessment #5 & #6: EL Unit 3 & Fundations Unit 3	11/8: Marking Period 1 Ends	
Quarter 2											
Q2W1	11/11-11/15		1	Veterans Day - Schools Closed							
			2	Module 2: The Sun, Moon, and Stars: Unit 1: Reading Literature and Retelling: Exploring the Sun, Moon, and Stars Through Story: Lesson 1	Flex Day/ReTeach	Module 2, Topic D, Lesson 15	Number Stories #30 (CDU)				11/12: Maring Period 2 Begins
			3	M2U1L2	Flex Day/ReTeach	Module 2, Topic D, Lesson 16	Number Stories #31 (M)				
			4	M2U1L3	Level 1, Unit 4, Week 1, Day 1	Module 2, Topic D, Lesson 17	Number Stories #32 (M)				
			5	N/A	U4W1D2	Module 2, Topic D, Lesson 18	N/A				
Q2W2	11/18-11/22	11/21-11/22: Family Conferences 11/21: Half Day	1	M2U1L4	U4W1D3	Module 2, Topic D, Lesson 19	Number Stories #33 (MD)				
			2	M2U1L5	U4W1D4	Module 2, Topic E, Lesson 20	Number Stories #34 (MD)				
			3	M2U1L6	U4W1D5	Module 2, Topic E, Lesson 21	Number Stories #35 (PPW - PPU)				
			4	Half Day - Flex Day	U4W2D1	Module 2, Topic E, Lesson 22	N/A - Half-Day			Family Conferences: Half Day	
			5	N/A	U4W2D2	Module 2, Topic E, Lesson 23	N/A				
Q2W3	11/25-11/29	11/27: Half Day	1	M2U1L7	U4W2D3	Module 2 Assessment	Number Stories #36 (PPW - PPU)				
			2	M2U1L8	U4W2D4	Module 2 Assessment	Number Stories #37 (PD-ES)				
			3	Half Day - Flex Day	U4W2D5	Half Day - Flex Day	N/A - Half-Day			Half Day	
			4	Thanksgiving Break - Schools Closed							
			5								
Q2W4	12/2-12/6		1	M2U1L9	Fundations Unit 4 Assessment	Module 3, Topic A, Lesson 1 <i>Finally, Math: Letter</i>	Number Stories #38 (PD-ES)		Q2 Math Assessment #1: Module 2		
			2	M2U1L10	Flex Day/ReTeach	Module 3, Topic A, Lesson 2	Number Stories #39 (SCU)				
			3	M2U1L11	Flex Day/ReTeach	Module 3, Topic A, Lesson 3	Number Stories #40 (SCU)				
			4	M2U1L12	Flex Day/ReTeach	Module 3, Topic A, Lesson 4	Number Stories #41 (JSU)				
			5	N/A	Level 1, Unit 5, Week 1, Day 1	Module 3, Topic B, Lesson 5	N/A				
Q2W5	12/9-12/13		1	M2U1L13	U5W1D2	Module 3, Topic B, Lesson 6	Number Stories #42 (JSU)		Q2 ELA Assessment #1: Fundations Unit 4		
			2	M2U1L14 - Unit 1 Assessment, Part I	U5W1D3	Module 3, Topic B, Lesson 7	Number Stories #43 (CRU)				
			3	M2U1L15 - Unit 1 Assessment, Part II	U5W1D4	Module 3, Topic B, Lesson 8	Number Stories #44 (CRU)				
			4	Module 2: The Sun, Moon, and Stars: Unit 2: Reading to Learn and Writing to Understand: A Study of the Patterns of the Sun, Moon, and Stars: Lesson 1	U5W1D5	Module 3, Topic B, Lesson 9	Number Stories #45 (PPW-PPU)				
			5	N/A	Fundations Unit 5 Assessment	Module 3, Topic B, Lesson 10	N/A				
Q2W6	12/16-12/20		1	M2U2L2	Flex Day/ReTeach	Module 3, Topic C, Lesson 11	Number Stories #46 (PPW- PPU)				
			2	M2U2L3	Flex Day/ReTeach	Module 3, Topic C, Lesson 12	Number Stories #47 (PD-ES)				
			3	M2U2L4	Flex Day/ReTeach	Module 3, Topic C, Lesson 13	Number Stories #48 (PD-ES)				
			4	M2U2L5	Flex Day/ReTeach	Module 3, Topic C, Lesson 14	Number Stories #49 (JRU)				
			5	N/A	Flex Day/ReTeach	Module 3, Topic D, Lesson 15 Counting Collections #2	N/A		Q2 ELA Assessment #2: EL Module 2 Unit 1 Q2 ELA Assessment: 3: Fundations Unit 5		
	12/23-12/27		1	Winter Break - Schools Closed							
			2								
			3								
			4								
			5								
Q2W7	12/30-1/3		1	Winter Break - Schools Closed							
			2								
			3								
			4								
			5								
Staff PD Day - No Students for HLA/HLA 2; Winter Break - School Closed for SIHP											
Staff PD Day - No Students for SIHP; Flex Day for HLA/HLA 2											

Q2W8	1/5-1/10		1	M2U2L6	Level 1, Unit 6, Week 1, Day 1	Module 3, Topic D, Lesson 16	Number Stories #50 (JRU)		
			2	M2U2L7	U6W1D2	Module 3, Topic D, Lesson 17	Number Stories #51 (SRU)		
			3	M2U2L8	U6W1D3	Module 3, Topic D, Lesson 18	Number Stories #52 (SRU)		
			4	M2U2L9	U6W1D4	Module 3, Topic D, Lesson 19	Number Stories #53 (PPW-WU)		
			5	N/A	U6W1D5	Module 3, Topic E, Lesson 20	N/A		
Q2W9	1/13-1/17		1	M2U2L10	U6W2D1	Module 3, Topic E, Lesson 21	Number Stories #54 (PPW-WU)		
			2	M2U2L11	U6W2D2	Module 3, Topic E, Lesson 22	Number Stories #55 (CDU)		
			3	M2U2L12 - Unit 2 Assessment	U6W2D3	Module 3, Topic E, Lesson 23	Number Stories #56 (CDU)		
			4	Module 2: The Sun, Moon, and Stars; Unit 3: Writing Narratives: Using Observations of the Sun to Write Narrative Poems; Lesson 1	U6W2D4	Module 3, Topic E, Lesson 24	Number Stories #57 (M)		
			5	N/A	U6W2D5	Module 3, Topic E, Lesson 25	N/A		
Q2W10	1/20-1/24		1	MLK Day - Schools Closed					
			2	M2U3L2	U6W3D1	Module 3, Topic E, Lesson 26	Number Stories #58 (M)		
			3	M2U3L3	U6W3D2	Module 3 Assessment	Number Stories #59 (MD)		
			4	M2U3L4	U6W3D3	Module 3 Assessment	Number Stories #60 (MD)		
			5	N/A	U6W3D4	Module 4, Topic A, Lesson 1 Family Math Letters	N/A	Q2 ELA Assessment #4: EL Module 2 Unit 2	
Q2W11	1/27-1/31		1	Reserved for Winter MAP Reading		Module 4, Topic A, Lesson 2	Number Stories #61 (PD)	Winter MAP Window Opens	Q2 Math Assessment #2: Module 3
			2	Reserved for Winter MAP Reading		Module 4, Topic A, Lesson 3	Number Stories #62 (PD)		
			3	Lunar New Year - Schools Closed					
			4	M2U3L5	U6W3D5	Reserved for Winter MAP Math			
			5	N/A	Foundations Unit 6 Assessment	Module 4, Topic B, Lesson 4	N/A		1/31: Marking Period 2 Ends
Quarter 3									
Q3W1	2/3-2/7		1	M2U3L6	Flex Day/Reteach	Module 4, Topic B, Lesson 5	Number Stories #63 (PD-ES)		2/3: Marking Period 3 Begins
			2	M2U3L7	Flex Day/Reteach	Module 4, Topic B, Lesson 6	Number Stories #64 (PD-ES)		
			3	M2U3L8 - Unit 3 Assessment, Part I	Level 1, Unit 7, Week 1, Day 1	Module 4, Topic B, Lesson 7	Number Stories #65 (JCU)		
			4	M2U3L9 - Unit 3 Assessment, Part II	U7W1D2	Module 4, Topic B, Lesson 8	Number Stories #66 (JCU)		
			5	N/A	U7W1D3	Module 4, Topic B, Lesson 9	N/A	Q2 ELA Assessment #4: Foundations Unit 6	
Q3W2	2/10-2/14	2/13-2/14: Family Conferences 2/13: Half Day	1	M2U3L10 - Unit 3 Assessment, Part III	U7W1D4	Module 4, Topic C, Lesson 10	Number Stories #67 (SCU)		
			2	Reserved for DIBELS		Module 4, Topic C, Lesson 11	Number Stories #68 (SCU)		
			3	Reserved for DIBELS		Module 4, Topic C, Lesson 12	Number Stories #69 (PPW-PU)	Winter MAP Window Closes	
			4	Half Day - Flex Day	U7W1D5	Module 4, Topic C, Lesson 13	N/A - Half-Day		Half Day
			5	N/A	U7W2D1	Module 4, Topic C, Lesson 14	N/A		
Q3W3	2/17-2/21		1	Midwinter Break - Schools Closed					
			2						
			3						
			4						
			5						
Q3W4	2/24-2/28		1	M2U3L11	U7W2D2	Module 4 Assessment	Number Stories #70 (PPW-PU)	Q3 ELA Assessment #1: EL Module 2 Unit 3	
			2	M2U3L12	U7W2D3	Module 4 Assessment	Number Stories #71 (JSU)		
			3	M2U3L13	U7W2D4	Flex Day	Number Stories #72 (JSU)		
			4	Module 3: Birds' Amazing Bodies; Unit 1: Learning to Read Informational Texts: Building Background Knowledge about Birds; Lesson 1	U7W2D5	Module 5, Topic A, Lesson 1 Family Math Letters	Number Stories #73 (SSU)		
			5	N/A	U7W3D1	Module 5, Topic A, Lesson 2 Counting Collection #3	N/A		
Q3W5	3/3-3/7		1	M3U1L2	U7W3D2	Module 5, Topic A, Lesson 3	Number Stories #74 (SSU)	Q3 Math Assessment #1: Module 4	
			2	M3U1L3	U7W3D3	Module 5, Topic A, Lesson 4	Number Stories #75 (CQU)		
			3	M3U1L4	U7W3D4	Module 5, Topic A, Lesson 5	Number Stories #76 (CQU)		
			4	M3U1L5	U7W3D5	Module 5, Topic A, Lesson 6	Number Stories #77 (CRU)		
			5	N/A	Foundations Unit 7 Assessment	Module 5, Topic B, Lesson 7	N/A		
Q3W6	3/10-3/14		1	M3U1L6	Flex Day/Reteach	Module 5, Topic B, Lesson 8	Number Stories #78 (CRU)		
			2	M3U1L7	Flex Day/Reteach	Module 5, Topic B, Lesson 9	Number Stories #79 (PD-ES)		
			3	M3U1L8 - Unit 1 Assessment	Flex Day/Reteach	Module 5, Topic C, Lesson 10	Number Stories #80 (PD-ES)		

			4	M3U1L9	Level 1, Unit 8, Week 1, Day 1	Module 5, Topic C, Lesson 11	Number Stories #81 (JRU)			
			5	N/A	U8W1D2	Module 5, Topic C, Lesson 12	N/A		Q3 ELA Assessment #2: Foundations Unit 7	
Q3W7	3/17-3/21		1	M3U1L10	U8W1D3	Module 5, Topic C, Lesson 13	Number Stories #82 (JRU)			
			2	Module 3: Birds' Amazing Bodies; Unit 2: Building Research Skills: Birds' Bodies; Lesson 1	U8W1D4	Module 5, Topic C, Lesson 14	Number Stories #83 (SRU)			
			3	M3U2L2	U8W1D5	Module 5, Topic D, Lesson 15	Number Stories #84 (SRU)			
			4		U8W2D1	Module 5, Topic D, Lesson 16	Number Stories #85 (PPW-WU)			
			5	N/A	U8W2D2	Module 5, Topic D, Lesson 17	N/A		Q3 ELA Assessment #3: EL Module 3 Unit 1	
Q3W8	3/24-3/28		1	M3U2L3	U8W2D3	Module 5, Topic D, Lesson 18	Number Stories #86 (PPW-WU)			
			2	M3U2L4	U8W2D4	Module 5, Topic D, Lesson 19	Number Stories #87 (CDU)			
			3	M3U2L5	U8W2D5	Module 5, Topic D, Lesson 20	Number Stories #88 (CDU)			
			4	M3U2L6	Foundations Unit 8 Assessment	Module 5, Topic E, Lesson 21	Number Stories #89 (JM)			
			5	N/A	Flex Day/Reteach	Module 5, Topic E, Lesson 22	N/A			
Q3W9	3/31-4/4		1	Bid-ol-Ftr - Schools Closed						
			2	M3U2L7	Flex Day/Reteach	Module 5, Topic E, Lesson 23	Number Stories #90 (JM)			
			3	M3U2L8	Flex Day/Reteach	Module 5, Topic E, Lesson 24	Number Stories #91 (MD)			
			4	M3U2L9	Level 1, Unit 9, Week 1, Day 1	Module 5, Topic E, Lesson 25	Number Stories #92 (MD)			
			5	N/A	U9W1D2	Module 5 Assessment	N/A		Q3 ELA Assessment #4: Foundations Unit 8	
Q3W10	4/7-4/11		1	M3U2L10	U9W1D3	Module 5 Assessment	Number Stories #93 (PD)			
			2	M3U2L11	U9W1D4	Module 6, Topic A, Lesson 1 Family Math Letters	Number Stories #94 (PD)			
			3	M3U2L12	U9W1D5	Module 6, Topic A, Lesson 2	Number Stories #95 (JCU)			
			4	M3U2L13	U9W2D1	Module 6, Topic A, Lesson 3	Number Stories #96 (JCU)			
			5	N/A	U9W2D2	Module 6, Topic A, Lesson 4	N/A			4/11: Marking Period 3 Ends
Quarter 4										
Q3W11	4/14-4/18		1	Spring Break - Schools Closed						
			2							
			3							
			4							
			5							
Q4W1	4/21-4/25		1	M3U2L14	U9W2D3	Flex Day/Reteach	Number Stories #97 (SCU)		Q3 Math Assessment #2: Module 5	4/21: Marking Period 4 Begins
			2	M3U2L15 - Unit 2 Assessment, Part I	U9W2D4	Module 6, Topic A, Lesson 5	Number Stories #98 (SCU)			
			3	M3U2L16 - Unit 2 Assessment, Part II	U9W2D5	Module 6, Topic B, Lesson 6	Number Stories #99 (PPW-PU)			
			4	M3U2L17	Foundations Unit 9 Assessment	Module 6, Topic B, Lesson 7	Number Stories #100 (PPW-PU)			
			5	N/A	Flex Day/Reteach	Module 6, Topic B, Lesson 8	N/A			
Q4W2	4/28-5/2	4/29-4/30: GR03-08 NYS ELA Exam	1	Module 3: Birds' Amazing Bodies; Unit 3: Writing to Show Our Research: Building	Flex Day/Reteach	Module 6, Topic B, Lesson 9	Number Stories #101 (JSU)			
			2	M3U3L2	Flex Day/Reteach	Module 6, Topic C, Lesson 10	Number Stories #102 (JSU)			
			3	M3U3L3	Level 1, Unit 10, Week 1, Day 1	Module 6, Topic C, Lesson 11	Number Stories #103 (SSU)			
			4	M3U3L4	U10W1D2	Module 6, Topic C, Lesson 12	Number Stories #104 (SSU)			
			5	N/A	U10W1D3	Module 6, Topic C, Lesson 13	N/A		Q4 ELA Assessment # 1: EL Module 3 Unit 2 Q4 ELA Assessment # 2: Foundations Unit 9	
Q4W3	5/5-5/9	5/7-5/8: GR03-08 NYS Math Exam	1	M3U3L5	U10W1D4	Module 6, Topic C, Lesson 14	Number Stories #105 (CQU)			
			2	M3U3L6	U10W1D5	Module 6, Topic C, Lesson 15	Number Stories #106 (CQU)			
			3	M3U3L7	U10W2D1	Module 6 Assessment - part 1	Number Stories #107 (CRU)			
			4	M3U3L8 - Unit 3 Assessment	U10W2D2	Module 6 Assessment - part 1	Number Stories #108 (CRU)			
			5	N/A	U10W2D3	Module 6, Topic D, Lesson 16 Counting Collections #4	N/A			
Q4W4	5/12-5/16		1	M3U3L9	U10W2D4	Module 6, Topic D, Lesson 17	Number Stories #109 (PPW-PU)	NYSESLAT Listening, Reading, Writing Testing Window Opens	Q4 Math Assessment #1: Module 6, part 1	
			2	M3U3L10	U10W2D5	Module 6, Topic D, Lesson 18	Number Stories #110 (PPW-PPU)			
			3	M3U3L11	U10W3D1	Module 6, Topic D, Lesson 19	Number Stories #111 (PD-ES)			
			4	M3U3L12	U10W3D2	Module 6, Topic E, Lesson 20	Number Stories #112 (PD-ES)			
			5	N/A	U10W3D3	Module 6, Topic E, Lesson 21	N/A		Q4 ELA Assessment # 3: EL Module 3 Unit 3	
			1	Module 4: Caring for Birds; Unit 1: Analyzing Literature: Stories of Bird	U10W3D4	Module 6, Topic E, Lesson 22	Number Stories #113 (JRU)	Spring MAP Window Opens		
		5/22-5/23: Family	2	M4U1L2	U10W3D5	Module 6, Topic E, Lesson 23	Number Stories #114 (JRU)			

Q4W5	5/19-5/23	Conferences 5/22: Half Day	3	M4U1L3	Foundations Unit 10 Assessment	Module 6, Topic E, Lesson 24	Number Stories #115 (SRU)			
			4	N/A - Half-Day	Flex Day/Reteach	Flex Day/Reteach	N/A - Half-Day			Half Day
			5	N/A	Flex Day/Reteach	Module 6, Topic E, Lesson 25	N/A			
Q4W6	5/26-5/30		1	Memorial Day - Schools Closed						
			2	M4U1L4	Level 1, Unit 11, Week 1, Day 1	Module 6, Topic F, Lesson 26	Number Stories #116 (SRU)			
			3	Reserved for Spring MAP Reading		Module 6, Topic F, Lesson 27	Number Stories #117 (PPW-WU)			
			4	Reserved for Spring MAP Reading		Module 6, Topic F, Lesson 28	Number Stories #118 (PPW-WU)			
			5	N/A	U11W1D2	Module 6, Topic F, Lesson 29	N/A		Q4 ELA Assessment #4: Foundations Unit 10	
Q4W7	6/2-6/6		1	M4U1L5	U11W1D3	Reserved for Spring MAP Math				
			2	M4U1L6	U11W1D4	Reserved for Spring MAP Math				
			3	M4U1L7	U11W1D5	Module 6, Topic F, Lesson 30	Number Stories #119 (CDU)			
			4	M4U1L8	U11W2D1	Module 6, Topic F, Lesson 31	Number Stories #120 (CDU)			
			5	Eid-al-Adha - Schools Closed						
Q4W8	6/9-6/13		1	Reserved for DIBELS		Module 6 Assessment - part 2	Number Stories #121 (MJ)		Q4 Math Assessment #2: Module 6, part 2	
			2	Reserved for DIBELS		Module 6 Assessment - part 2	Number Stories #122 (MJ)			
			3	M4U1L9 - Unit 1 Assessment	U11W2D2	Flex Day	Number Stories #123 (MD)			
			4	Module 4: Caring for Birds; Unit 2: Supporting Opinions: The Story of Pale Male; Lesson 1	U11W2D3	Flex Day	Number Stories #124 (MD)			
			5	N/A	U11W2D4	Flex Day	N/A	Spring MAP Window Closes		
Q4W9	6/16-6/20		1	M4U2L2	U11W2D5	Flex Day	Number Stories #125 (PD)			
			2	M4U2L3	U11W3D1	Flex Day	Number Stories #126 (PD-ES)			
			3	M4U2L4	U11W3D2	Flex Day	Number Stories #127 (PD-ES)			
			4	Juneteenth - Schools Closed						
			5	N/A	U11W3D3	Flex Day	N/A		Q4 ELA Assessment # 5: EL Module 4 Unit 1	
Q4W10	6/23-6/27	6/26: Half Day	1	M4U2L5	Flex Day	Flex Day	Flex Day			
			2	M4U2L6	Flex Day	Flex Day	Flex Day			
		6/27 - Last Day of School (Half Day)	3	M4U2L7	Flex Day	Flex Day	Flex Day			
			4	Flex Day	Flex Day	Flex Day	Flex Day			Half Day
			5	Flex Day	Flex Day	Flex Day	Flex Day			Last Day of School; Half Day; 6/27: Marking Period 4 Ends

Quarter/Week	Week (Date)	Calendar Note	Eng	EL Education	Foundations	Events Sponored	Number Stories	Assessments	Grades/Bus	Notes	
Q1W0	8/26-8/30	8/26 - First Day for G20! 8/27 - Half-day 8/27 - Half-day	1	Library, ELA Routines and Procedures, Read Aloud	Orientation	Week of Foundations Unit 1	N/A - Half Day	Reading & Math Diagnostic Window Close		8/26: Meeting Period 1 Begins	
			2	Library, ELA Routines and Procedures, Read Aloud	Orientation	Week of Foundations Unit 1	N/A - Half Day				
			3	Library, ELA Routines and Procedures, Read Aloud	Orientation	Math, Science and Procedures Unit	Math Routines and Procedures Unit 1: 18 Stories				
			4	Reserved for DBES		Week of Foundations Unit 1	Math Routines and Procedures Jargon/Characteristics Unit 1				
			5	Reserved for DBES		Math Routines and Procedures Math Routines Unit 1	N/A				
Q1W1	9/2-9/6	9/3 - First Day of School for K5	1	Library, ELA Routines and Procedures, Read Aloud	Orientation		Labor Day - School Closed				
			2	Library, ELA Routines and Procedures, Read Aloud	Orientation	Module 1, Topic A, Lesson 1	Mathematics and Science Unit 1		First Day of School for K5		
			3	Library, ELA Routines and Procedures, Read Aloud	Orientation	Module 1, Topic A, Lesson 2	Mathematics and Science Unit 1				
			4	Reserved for DBES		Module 1, Topic A, Lesson 3	Number Stories #1 (J1)				
			5	Reserved for DBES		Module 1, Topic A, Lesson 4	N/A				
Q1W2	9/9-9/13		1	Module 1, Topic A, Lesson 5	Math 1 Unit 1 - Week 1 Day 1	Module 1, Topic A, Lesson 5	Number Stories #2 (J1)				
			2	Module 1, Topic A, Lesson 6	Math 1 Unit 1 - Week 1 Day 2	Module 1, Topic A, Lesson 6	Number Stories #3 (J1)				
			3	Module 1, Topic A, Lesson 7	Math 1 Unit 1 - Week 1 Day 3	Module 1, Topic B, Lesson 7	Number Stories #4 (J1)				
			4	Reserved for Fall MAP Reading		Module 1, Topic B, Lesson 8	Number Stories #5 (J1W - W)				
			5	Reserved for Fall MAP Reading		Module 1, Topic B, Lesson 9	N/A				
Q1W3	9/16-9/20		1	Module 1, Topic B, Lesson 10	Math 1 Unit 1 - Week 1 Day 4	Module 1, Topic B, Lesson 10	Number Stories #6 (J1W - W)				
			2	Module 1, Topic B, Lesson 11	Math 1 Unit 1 - Week 1 Day 5	Module 1, Topic B, Lesson 11	Number Stories #7 (J2)				
			3	Reserved for Fall MAP Math							
			4	Reserved for Fall MAP Math							
			5	N/A	Math 1 Unit 1 - Week 1 Day 6	Module 1, Topic B, Lesson 12	N/A	Reading & Math Diagnostic Window Close			
Q1W4	9/23-9/27		1	Module 1, Topic B, Lesson 13	Math 1 Unit 1 - Week 1 Day 7	Module 1, Topic C, Lesson 13	Number Stories #8 (J2)				
			2	Reserved for Fall MAP Reading		Module 1, Topic C, Lesson 14	Number Stories #9 (J4)				
			3	Reserved for Fall MAP Reading		Module 1, Topic C, Lesson 15	Number Stories #10 (J4)				
			4	Reserved for Fall MAP Reading		Module 1, Topic C, Lesson 16	Number Stories #11 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 1, Topic C, Lesson 17	N/A				
Q1W5	9/30-10/4		1	Module 1, Topic C, Lesson 18	Math 1 Unit 1 - Week 1 Day 8	Module 1, Topic C, Lesson 18	Number Stories #12 (J4)			Q1 ELA Assessment #1: 8-12 EL Unit 1 & Foundations Unit 1	
			2	Module 1, Topic C, Lesson 19	Math 1 Unit 1 - Week 1 Day 9	Module 1, Topic C, Lesson 19	Number Stories #13 (J4)				
			3	Module 1, Topic C, Lesson 20	Math 1 Unit 1 - Week 1 Day 10	Module 1, Topic C, Lesson 20	Number Stories #14 (J4)				
			4								
			5	N/A	Math 1 Unit 1 - Week 1 Day 11	Module 1, Topic C, Lesson 21	Number Stories #15 (J4)				
Q1W6	10/7-10/11		1	Module 1, Topic C, Lesson 22	Math 1 Unit 1 - Week 1 Day 12	Module 1, Topic C, Lesson 22	Number Stories #16 (J4)				
			2	Module 1, Topic C, Lesson 23	Math 1 Unit 1 - Week 1 Day 13	Module 1, Topic C, Lesson 23	Number Stories #17 (J4)				
			3	Module 1, Topic C, Lesson 24	Math 1 Unit 1 - Week 1 Day 14	Module 1, Topic C, Lesson 24	Launch Counting Collections (1)				
			4	Module 1, Topic C, Lesson 25	Math 1 Unit 1 - Week 1 Day 15	Module 1, Topic C, Lesson 25	Number Stories #18 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 1, Topic C, Lesson 26	N/A				
Q1W7	10/14-10/18		1	Module 1, Topic C, Lesson 27	Math 1 Unit 1 - Week 1 Day 16	Module 1, Topic C, Lesson 27	Number Stories #19 (J4)				
			2	Reserved for Fall MAP Reading		Module 2, Topic A, Lesson 1	Number Stories #20 (J1W - J1)				
			3	Reserved for Fall MAP Reading		Module 2, Topic A, Lesson 2	Number Stories #21 (J2)				
			4	Reserved for Fall MAP Reading		Module 2, Topic A, Lesson 3	Number Stories #22 (J2)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic A, Lesson 4	N/A				
Q1W8	10/21-10/25		1	Module 2, Topic A, Lesson 5	Math 1 Unit 1 - Week 1 Day 17	Module 2, Topic A, Lesson 5	Number Stories #23 (J2)			Q1 Math Assessment #1: Module 1	
			2	Module 2, Topic B, Lesson 6	Math 1 Unit 1 - Week 1 Day 18	Module 2, Topic B, Lesson 6	Number Stories #24 (J2)				
			3	Module 2, Topic B, Lesson 7	Math 1 Unit 1 - Week 1 Day 19	Module 2, Topic B, Lesson 7	Number Stories #25 (J2)				
			4	Module 2, Topic C, Lesson 8	Math 1 Unit 1 - Week 1 Day 20	Module 2, Topic C, Lesson 8	Number Stories #26 (J2)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic C, Lesson 9	N/A				
Q1W9	10/28-11/1		1	Module 2, Topic C, Lesson 10	Math 1 Unit 1 - Week 1 Day 21	Module 2, Topic C, Lesson 10	Number Stories #27 (J2)			Q1 ELA Assessment #2: 8-12 EL Unit 2 & Foundations Unit 2	
			2	Module 2, Topic C, Lesson 11	Math 1 Unit 1 - Week 1 Day 22	Module 2, Topic C, Lesson 11	Number Stories #28 (J2)				
			3	Module 2, Topic C, Lesson 12	Math 1 Unit 1 - Week 1 Day 23	Module 2, Topic C, Lesson 12	Number Stories #29 (J2)				
			4	Module 2, Topic C, Lesson 13	Math 1 Unit 1 - Week 1 Day 24	Module 2, Topic C, Lesson 13	Number Stories #30 (J2)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic C, Lesson 14	Number Stories #31 (J4)				
Q1W10	11/4-11/8		1	Module 2, Topic C, Lesson 15	Math 1 Unit 1 - Week 1 Day 25	Module 2, Topic C, Lesson 15	Number Stories #32 (J4)				
			2	Module 2, Topic C, Lesson 16	Math 1 Unit 1 - Week 1 Day 26	Module 2, Topic C, Lesson 16	Number Stories #33 (J4)				
			3	Reserved for Fall MAP Reading		Module 2, Topic C, Lesson 17	Number Stories #34 (J4)				
			4	Reserved for Fall MAP Reading		Module 2, Topic C, Lesson 18	N/A				
			5	N/A	Math 1 Unit 1 - Week 1 Day 27	Module 2, Topic C, Lesson 19	Number Stories #35 (J4)				
Q2W1	11/11-11/15		1	Module 2, Topic C, Lesson 20	Math 1 Unit 1 - Week 1 Day 28	Module 2, Topic C, Lesson 20	Number Stories #36 (J4)			Q2 ELA Assessment #2: 8-12 EL Unit 2 & Foundations Unit 2	
			2	Module 2, Topic C, Lesson 21	Math 1 Unit 1 - Week 1 Day 29	Module 2, Topic C, Lesson 21	Number Stories #37 (J4)				
			3	Module 2, Topic C, Lesson 22	Math 1 Unit 1 - Week 1 Day 30	Module 2, Topic C, Lesson 22	Number Stories #38 (J4)				
			4	Module 2, Topic C, Lesson 23	Math 1 Unit 1 - Week 1 Day 31	Module 2, Topic C, Lesson 23	Number Stories #39 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic C, Lesson 24	N/A				
Q2W2	11/18-11/22	11/20-11/22: Family Conferences 11/21: Half Day	1	Module 2, Topic C, Lesson 25	Math 1 Unit 1 - Week 1 Day 32	Module 2, Topic C, Lesson 25	Number Stories #40 (J4)			11/22: Meeting Period 2 Begins	
			2	Module 2, Topic C, Lesson 26	Math 1 Unit 1 - Week 1 Day 33	Module 2, Topic C, Lesson 26	Number Stories #41 (J4)				
			3	Module 2, Topic C, Lesson 27	Math 1 Unit 1 - Week 1 Day 34	Module 2, Topic C, Lesson 27	Number Stories #42 (J4)				
			4	Half Day - Pres Day							
			5	N/A	Math 1 Unit 1 - Week 1 Day 35	Module 2, Topic C, Lesson 28	N/A				
Q2W3	11/25-11/29		1				Thanksgiving Break - Schools Closed				
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			3								
			4								
			5								
Q2W4	12/2-12/6		1	Module 2, Topic C, Lesson 29	Math 1 Unit 1 - Week 1 Day 36	Module 2, Topic A, Lesson 1	Number Stories #43 (J4)			Q2 Math Assessment #1: Module 2	
			2	Module 2, Topic C, Lesson 30	Math 1 Unit 1 - Week 1 Day 37	Module 2, Topic A, Lesson 2	Number Stories #44 (J4)				
			3	Module 2, Topic C, Lesson 31	Math 1 Unit 1 - Week 1 Day 38	Module 2, Topic A, Lesson 3	Number Stories #45 (J4)				
			4	Module 2, Topic C, Lesson 32	Math 1 Unit 1 - Week 1 Day 39	Module 2, Topic A, Lesson 4	Number Stories #46 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic A, Lesson 5	N/A				
Q2W5	12/9-12/13		1	Module 2, Topic A, Lesson 6	Math 1 Unit 1 - Week 1 Day 40	Module 2, Topic B, Lesson 6	Number Stories #47 (J4)			Q2 ELA Assessment #1: Foundations Unit 2	
			2	Module 2, Topic A, Lesson 7	Math 1 Unit 1 - Week 1 Day 41	Module 2, Topic B, Lesson 7	Number Stories #48 (J4)				
			3	Module 2, Topic A, Lesson 8	Math 1 Unit 1 - Week 1 Day 42	Module 2, Topic B, Lesson 8	Number Stories #49 (J4)				
			4	Module 2, Topic A, Lesson 9	Math 1 Unit 1 - Week 1 Day 43	Module 2, Topic B, Lesson 9	Number Stories #50 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic B, Lesson 10	N/A				
Q2W6	12/16-12/20		1	Module 2, Topic B, Lesson 11	Math 1 Unit 1 - Week 1 Day 44	Module 2, Topic C, Lesson 11	Number Stories #51 (J4)				
			2	Module 2, Topic B, Lesson 12	Math 1 Unit 1 - Week 1 Day 45	Module 2, Topic C, Lesson 12	Number Stories #52 (J4)				
			3	Module 2, Topic B, Lesson 13	Math 1 Unit 1 - Week 1 Day 46	Module 2, Topic C, Lesson 13	Number Stories #53 (J4)				
			4	Module 2, Topic B, Lesson 14	Math 1 Unit 1 - Week 1 Day 47	Module 2, Topic C, Lesson 14	Number Stories #54 (J4)				
			5	N/A	Reserved for Fall MAP Reading	Module 2, Topic C, Lesson 15	N/A				

Quarter/Week	Week (Date)	Calendar Note	Std	EL Education	Foundations	Expects Squared	Number Stories	Assessments	Graded/Unk	Notes
			3	N/A	Flex Day/Retreat	Module 3, Topic C, Lesson 17	N/A		G1 ELA Assessment #2: EL Module 3 Unit 1 G2 ELA Assessment #2: Foundations Unit 2	
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Course/Week	Week (Date)	Calendar Note	Pa	D. Education	Fundations	Exercises Squared	Number Stories	Assessments	Gradebook	Notes
Q4W1	4/21-4/25		1	1/MS20.1.1	Flex Day/Reteach	Module 4, Topic C, Lesson 10	Number Stories #10 (CDO)		Q2 ELA Assessment #1: D, Module 2 Unit 2	
			2	Module 2: Brid' Amazing Kodesh, Unit 2: Helping to Show Our Research: Building Together about Brid' Sodes, Lesson 1	Flex Day/Reteach	Module 4, Topic C, Lesson 11	Number Stories #10A (CDO)		Q2 ELA Assessment #1: Fundations Unit 9	
			3	1/MS20.2	Flex Day/Reteach	Module 4, Topic C, Lesson 12	Number Stories #10B (CDO)			
			4	1/MS20.3	Level 1, Unit 10, Week 1, Day 1	Module 4, Topic C, Lesson 13	Number Stories #10B (CDO)			
			5	N/A		Module 4, Topic C, Lesson 14	N/A			
Q4W2	4/26-5/0		1	1/MS20.4		Module 4, Topic C, Lesson 15	Number Stories #10P (PPW-PP)			
			2	1/MS20.5		Module 4 Assessment - part 1	Number Stories #11Q (PPW-PP)			
			3	1/MS20.6		Module 4 Assessment - part 1	Number Stories #11P (PD-E)			
			4	1/MS20.7		Module 4, Topic D, Lesson 16	Number Stories #12 (PD-E)			
			5	N/A		Module 4, Topic D, Lesson 17	N/A			
Q4W3	5/5-5/9	5/8-5/9: Family Conferences 5/9: Half Day	1	1/MS20.8 - Unit 2 Assessment		Module 4, Topic D, Lesson 18	Number Stories #13 (BJC)		Q4 Math Assessment #1: Module 4, part 1	
			2	1/MS20.9		Module 4, Topic D, Lesson 19	Number Stories #14 (BJC)			
			3	1/MS20.10		Module 4, Topic E, Lesson 20	Number Stories #15 (BJC)			
			4	N/A - Half Day		Module 4, Topic E, Lesson 21	N/A - Half Day			
			5	N/A		Module 4, Topic E, Lesson 22	N/A		Q4 ELA Assessment #1: EL, Module 2 Unit 2	
Q4W4	5/12-5/16		1	1/MS20.11		Module 4, Topic E, Lesson 23	Number Stories #16 (PD-E)			
			2	Module 4: Calling for Bricks, Unit 1: Analyzing Wherefore: Stories of Brd' Sodes, Lesson 1		Module 4, Topic E, Lesson 24	Number Stories #17 (PPW-WG)			
			3	1/MS20.12		Module 4, Topic F, Lesson 25	Number Stories #18 (PPW-WG)			
			4	1/MS20.13	Reservations and 10 Assessment	Module 4, Topic F, Lesson 26	Number Stories #19 (CDO)			
			5	N/A	Flex Day/Reteach	Module 4, Topic F, Lesson 27	N/A			
Q4W5	5/19-5/23		1	Reserved for Spring MAP Reading		Module 4, Topic F, Lesson 28	Number Stories #20 (CDO)	Spring MAP Assessment Checks		
			2	Reserved for Spring MAP Reading		Module 4, Topic F, Lesson 29	Number Stories #21 (BJC)			
			3	Reserved for DBES		Module 4, Topic F, Lesson 30	Number Stories #22 (BJC)			
			4	Reserved for DBES		Module 4, Topic F, Lesson 31	Number Stories #23 (JCD)			
			5	N/A	Flex Day/Reteach	Flex Day/Reteach	N/A		Q4 ELA Assessment #2: Fundations Unit 10	
Q4W6	5/26-5/30		1	Memorial Day - Schools Closed						
			2	1/MS21.3	Level 1, Unit 11, Week 1, Day 1	Reserved for Spring MAP Math				
			3	1/MS21.4	01/1/MS21	Reserved for Spring MAP Math				
			4	1/MS21.5	01/1/MS21	Module 4 Assessment - part 2	Number Stories #24 (JCD)			
			5	N/A	01/1/MS24	Module 4 Assessment - part 2	N/A			
Q4W7	6/2-6/6		1	1/MS21.6	01/1/MS21	Flex Day	Number Stories #25 (JCD)		Q4 Math Assessment #2: Module 4, part 2	
			2	1/MS21.7	01/1/MS21	Flex Day	Number Stories #26 (JCD)			
			3	1/MS21.8	01/1/MS21	Flex Day	Number Stories #27 (PD-E)			
			4	1/MS21.9 - Unit 1 Assessment	01/1/MS21	Flex Day	Number Stories #28 (PD-E)			
			5	End of 4th - Schools Closed						
Q4W8	6/9-6/13	6/12: Last Day of School (Half Day)	1	Flex Day	Flex Day	Flex Day	Flex Day		Q4 ELA Assessment #3: EL, Module 4 Unit 1	
			2	Flex Day	Flex Day	Flex Day	Flex Day			
			3	Flex Day	Flex Day	Flex Day	Flex Day			
			4	Flex Day	Flex Day	Flex Day	Flex Day			
Half PD Day - No Students										

No. #	Type	Level	Context	Comprehension	Number Sentence
1	JRU	I	Gianna had 16 marbles. Then Gianna won 25 more in a marble competition. How many marbles does Gianna have now?	Does Gianna have more or less than 25 marbles?	$16+25=\square$
2	JRU	I	I had 32 pennies in my bank. During the week I earned 46 more pennies. How many pennies do I have now?	Do I have more or less than 46 pennies?	$32+46=\square$
3	SRU	I	Jamal had 30 Twizzlers. He gave 19 to his friends. How many Twizzlers does Jamal have left?	Does Jamal have more or less than 30 Twizzlers left?	$30-19=\square$
4	SRU	I	Mekhai's mom brought 38 cupcakes to school for Mekhai's birthday and gave 21 of them to the children. How many cupcakes does Mekhai's mom have left?	Does Mekhai's mom have more or less than 38 cupcakes left?	$38-21=\square$
5	PPW-WU	I	The animal shelter has 14 cats and 29 dogs available for adoption. How many animals do they have?	Does the shelter have more or less than 29 animals?	$14+29=\square$
6	PPW-WU	I	There are 34 girls and 49 boys on the playground. How many children are on the playground?	Are there more or less than 49 children on the playground?	$34+49=\square$
7	CDU	II	Omar has 17 Cheerios in his cereal bowl. Julius has 12 Cheerios in his cereal bowl. How many more Cheerios does Omar have than Julius?	Do not ask a comprehension question for this problem type.	$17-12=\square$
8	CDU	II	I have 21 rocks and 9 shells in my collection. How many more rocks do I have than shells?	Do not ask a comprehension question for this problem type.	$21-9=\square$
9	M	II	Monica has 5 packages of juice boxes. There are 3 juice boxes in each package. How many juice boxes does Monica have?	Does Monica have more or less than 5 juice boxes?	$3+3+3+3+3=\square$
10	M	II	I have 4 bags of cookies. There are 4 cookies in each bag. How many cookies do I have?	Do I have more or less than 4 cookies?	$4+4+4+4=\square$
11	MD	II	Genesis has 18 donuts that she wants to put into boxes. If she puts 6 donuts in each box, how many boxes will she use?	Will Genesis use more or less than 18 boxes?	$18-6-6-6=0$
12	MD	II	Priscilla has 24 cookies that she wants to put into boxes. If she puts 4 cookies in each box, how many boxes will she need?	Will Priscilla need more or less than 24 boxes?	$24-4-4-4-4-4=0$
13	PD	II	Ms. Bell has 21 crayons. She gives the crayons to 3 children so that each child gets the same number of crayons. How many crayons does each child get?	Does each child get more or less than 21 crayons?	$21-7-7-7=0$
14	PD	II	There are 24 children in Ms. Scott's class. She puts them into four groups with the same number of children in each group. How many children are in each group?	Are there more or less than 24 children in each group?	$24-6-6-6-6=0$
15	JCU	III	Isaiah has 11 Goldfish crackers. How many more does he need to have 27 crackers altogether?	Does Isaiah need more or less than 27 more crackers?	$11+\square=27$
16	JCU	III	Roy has 13 coins in his collection. How many more coins does he need to have 29 altogether?	Does Roy need more or less than 29 more coins?	$13+\square=29$
17	SCU	III	Keagan has 21 grapes in his bag. He ate some of them for snack. Now he has 12 grapes in his bag. How many grapes did Keagan eat for snack?	Did Keagan eat more or less than 21 grapes?	$21-\square=12$
18	SCU	III	Samantha had 24 books. She sold some at a garage sale. Now she has 15 left. How many books did she sell?	Did Samantha sell more or less than 24 books?	$24-\square=15$
19	PPW-PU	III	I saw 27 animals at the park. 12 were squirrels and the rest were dogs. How many dogs did I see?	Did I see more or less than 27 dogs?	$12+\square=27$

No. #	Type	Level	Context	Comprehension	Number Sentence
20	PPW-PU	III	There are 31 flowers in my vase. 13 are white and the rest are yellow. How many yellow flowers are in my vase?	Are there more or less than 31 yellow flowers in my vase?	$13 + \square = 31$
21	JSU	IV	Lorenzo had some nickels for the arcade. He found 13 more nickels on his dresser. Now he has 21 nickels. How many nickels did Lorenzo have at first?	Did Lorenzo have more or less than 21 nickels at first?	$\square + 13 = 21$
22	JSU	IV	The coach had some soccer balls. He bought 16 more soccer balls. Now he has 28 soccer balls. How many soccer balls did he have to start with?	Did the coach start with more or less than 28 soccer balls?	$\square + 16 = 28$
23	SSU	IV	Kristine had some balloons for her party. 11 of them popped. Now she has 26 balloons. How many balloons did she start with?	Did Kristine start with more or less than 26 balloons?	$\square - 11 = 26$
24	SSU	IV	Dane baked some cookies. He gave 14 cookies away. Now he has 37 cookies. How many cookies did Dane start with?	Did Dane start with more or less than 37 cookies?	$\square - 14 = 37$
25	CRU	IV	Nyla built a tower with 27 blocks. She used 12 more blocks than Zaire. How many blocks did Zaire use?	Did Zaire use more or less than 27 blocks?	$27 - 12 = \square$
26	CRU	IV	Robert has 31 tiles. He has 13 more tiles than Louis. How many tiles does Louis have?	Does Louis have more or less than 31 tiles?	$31 - 13 = \square$
27	JRU	I	I bought 38 beads on Monday. I bought 54 more beads on Tuesday. How many beads do I have altogether?	Do I have more or less than 54 beads altogether?	$38 + 54 = \square$
28	JRU	I	Our class earned 16 attendance points in September. We earned 11 more in October and 24 more in November. How many attendance points did our class earn?	Did our class earn more or less than 24 attendance points?	$16 + 11 + 24 = \square$
29	CDU	II	Alyssa has 28 papers in her homework folder. Destiny has 13 papers in her homework folder. How many more papers does Alyssa have than Destiny?	Do not ask a comprehension question for this problem type.	$28 - 13 = \square$
30	CDU	II	There are 31 boys and 12 girls in the line for lunch. How many more boys than girls are in the line?	Do not ask a comprehension question for this problem type.	$31 - 12 = \square$
31	M	II	Ms. Chang baked 3 pies. She cut each pie into 5 slices. How many slices of pie are there?	Does Ms. Chang have more or less than 5 slices of pie?	$5 + 5 + 5 = \square$
32	M	II	There are 6 tables in Ms. O'Rourke's classroom. Each table has 3 children at it. How many children are in the room?	Are there more or less than 6 children in the room?	$3 + 3 + 3 + 3 + 3 = \square$
33	MD	II	I have 21 oranges to put into bags. I want to put 5 oranges in each bag. How many bags will I need?	Will I need more or less than 21 bags?	$21 - 5 - 5 - 5 - 1 = 0$
34	MD	II	Kellie has 26 stickers to put in her sticker book. Each page holds 8 stickers. How many pages does Kellie need for her stickers?	Does Kellie need more or less than 26 pages for her stickers?	$26 - 8 - 8 - 8 - 2 = 0$
35	PPW-PPU	IV	Wyatt dumped 10 pennies onto his desk and recorded how many were heads and how many were tails. What could Wyatt have recorded? What are all the possible results for the 10 pennies?	Do not ask a comprehension question for this problem type.	$\square + \Delta = 10$
36	PPW-PPU	IV	Mom has 12 pieces of fruit in a bowl. Each one is either an apple or a banana. What could Mom have in the bowl? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square + \Delta = 12$
37	PD-ES	II	Two children want to share 5 cupcakes so that each child gets the same amount. How many cupcakes will each child get?	Will each child get more or less than 1 cupcake?	$2\frac{1}{2} + 2\frac{1}{2} = 5$

No. #	Type	Level	Context	Comprehension	Number Sentence
38	PD-ES	II	You and your friend want to share 7 mini candy bars so that each of you gets the same amount. How much mini candy bar will each of you get?	Will each of you get more or less than 1 mini candy bar?	$3\frac{1}{2}+3\frac{1}{2}=7$
39	SCU	III	Jamar had 27 tiles in his counting jar. He took some of the tiles out of the jar. Now he has 14 tiles left in his jar. How many tiles did Jamar take out?	Did Jamar take out more or less than 27 tiles?	$27-\square=14$
40	SCU	III	Nathan had 36 Pokemon cards. He gave some of them away. Now he has 17 left. How many cards did he give away?	Did Nathan give away more or less than 36 Pokemon cards?	$36-\square=17$
41	JSU	IV	Michon had some pennies in her penny jar. She collected 11 more pennies. Now she has 34 pennies in her jar. How many pennies did she start with?	Did Michon start with more or less than 34 pennies?	$\square+11=34$
42	JSU	IV	Atalia saw some ants on a picnic table. Then 17 more ants crawled onto the table. Now there are 42 ants on the table. How many ants did she see first?	Did Atalia see more or less than 42 ants at first?	$\square+17=42$
43	CRU	IV	Kyra has 34 stickers. She has 15 more stickers than Alex. How many stickers does Alex have?	Does Alex have more or less than 34 stickers?	$34-15=\square$
44	CRU	IV	I baked 42 cookies for the class. I baked 14 more cookies than Ms. Brickley baked. How many cookies did Ms. Brickley bake?	Did Ms. Brickley bake more or less than 42 cookies?	$42-14=\square$
45	PPW-PPU	IV	I have 13 toys in my bag. Each one is either a marble or a block. What could I have in my bag? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square+\Delta=13$
46	PPW-PPU	IV	I have 14 coins in my bank. Each one is either a penny or a nickel. What could I have in my bank? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square+\Delta=14$
47	PD-ES	II	Two children want to share 9 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$4\frac{1}{2}+4\frac{1}{2}=9$
48	PD-ES	II	Two children share 11 grapes so that each child gets the same amount. How many grapes will each child get?	Will each child get more or less than 1 grape?	$5\frac{1}{2}+5\frac{1}{2}=11$
49	JRU	I	Jake had 29 comic books. His grandparents bought him 63 more comic books. How many comic books does Jake have now?	Does Jake have more or less than 63 comic books?	$29+63=\square$
50	JRU	I	On Monday I did 23 sit-ups. On Tuesday I did 18 sit-ups, and on Wednesday I did 27 sit-ups. How many sit-ups did I do altogether?	Did I do more or less than 27 sit-ups?	$23+18+27=\square$
51	SRU	I	First Grade has 44 bouncy balls. They gave 19 of them to Second Grade. How many bouncy balls does First Grade have left?	Does First Grade have more or less than 44 bouncy balls left?	$44-19=\square$
52	SRU	I	62 people were on the bus. 47 people got off. How many people are still on the bus?	Are more or less than 62 people still on the bus?	$62-47=\square$
53	PPW-WU	I	There are 32 girls and 69 boys in swimming class. How many children are in swimming class?	Are there more or less than 69 children in swimming class?	$32+69=\square$
54	PPW-WU	I	At the barbeque, 16 people ate chicken, 19 people ate hot dogs, and 24 people ate hamburgers. How many people ate at the barbeque?	Did more or less than 24 people eat at the barbeque?	$16+19+24=\square$
55	CDU	II	Abner has 33 cousins. Daisy Mae has 15 cousins. How many more cousins does Abner have than Daisy Mae?	Do not ask a comprehension question for this problem type.	$33-15=\square$

No. #	Type	Level	Context	Comprehension	Number Sentence
56	CDU	II	Ajeyah read 45 books, and Cerenity read 16 books. How many more books did Ajeyah read than Cerenity?	Do not ask a comprehension question for this problem type.	$45-16=\square$
57	M	II	Angela has 4 plates with 7 orange slices on each plate. How many orange slices does Angela have?	Does Angela have more or less than 7 orange slices?	$7+7+7+7=28$
58	M	II	Ms. Delany has 7 boxes of markers. There are 6 markers in each box. How many markers does Ms. Delany have?	Does Ms. Delany have more or less than 7 markers?	$6+6+6+6+6+6+6=42$
59	MD	II	The coach has 29 tennis balls. If she puts 3 balls in each can, how many cans will she use?	Will the coach use more or less than 29 cans for the tennis balls?	$29-3-3-3-3-3-3-3-3-2=0$
60	MD	II	Ms. Kamin had 37 pencils. She put 5 pencils on each table. How many pencils were left over?	Were more or less than 37 pencils left over?	$37-5-5-5-5-5-5-5=2$
61	PD	II	Abibat has 18 hair beads. She wants to make 6 braids with the same number of beads in each braid. How many beads will be in each braid?	Will there be more or less than 18 beads in each braid?	$18-3-3-3-3-3-3=0$
62	PD	II	Kristian had 26 rocks in his collection. He put them into 5 boxes with the same number of rocks in each box. How many rocks are in each box?	Are there more or less than 26 rocks in each box?	$26-5-5-5-5-5-1=0$
63	PD-ES	II	Four children want to share 5 candy bars so that everyone gets the same amount. How much candy bar does each child get?	Does each child get more or less than 1 candy bar?	$1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}=5$
64	PD-ES	II	Four children want to share 10 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}=10$
65	JCU	III	The red table has 17 table points. How many more table points does the red table need to have 38 points?	Does the red table need more or less than 38 more points?	$17+\square=38$
66	JCU	III	Genesis has 16 stickers. How many more stickers does she need to have 41 stickers?	Does Genesis need more or less than 41 more stickers?	$16+\square=41$
67	SCU	III	Layla has 41 french fries. She ate some of them. Now she has 19 left. How many french fries did Layla eat?	Did Layla eat more or less than 41 french fries?	$41-\square=19$
68	SCU	III	There were 44 bees in the garden. Some of them flew away. Now there are 26 bees in the garden. How many bees flew away?	Did more or less than 44 bees fly away?	$44-\square=26$
69	PPW-PU	III	There are 32 people waiting in line for the roller coaster. 19 are adults and the rest are children. How many children are waiting in line?	Are there more or less than 32 children waiting in line?	$19+\square=32$
70	PPW-PU	III	The peddler had 35 caps. 16 were brown and the rest were red. How many caps were red?	Were more or less than 35 of the caps red?	$16+\square=35$
71	JSU	IV	Jayden's basketball team scored some points in the first half. In the second half they scored 23 points. They scored 53 points altogether. How many points did the team score in the first half?	Did the team score more or less than 53 points in the first half?	$\square+23=53$
72	JSU	IV	Kayla had some beads. Her friends gave her 28 more. Now she has 64 beads. How many beads did she start with?	Did Kayla start with more or less than 64 beads?	$\square+28=64$
73	SSU	IV	Jackson had some Valentine cards. He gave out 16 of them. Then he had 48 left. How many cards did he have at first?	Did Jackson have more or less than 48 Valentine cards at first?	$\square-16=48$
74	SSU	IV	Tiffany had some crayons. She lost 19 of them. Now she has 52 crayons. How many crayons did she have to start with?	Did Tiffany start with more or less than 52 crayons?	$\square-19=52$

[illegible]

No. #	Type	Level	Context	Comprehension	Number Sentence
94	PD	II	I had 43 pepperonis. I put the pepperonis onto 7 pizzas with the same number of pepperonis on each pizza. How many pepperonis are on each pizza?	Are there more or less than 43 pepperonis on each pizza?	$43-6-6-6-6-6-6-1=0$
95	JCU	III	Malik has 13 crayons. How many more crayons does he need to have 45 crayons?	Does Malik need more or less than 45 more crayons?	$13+\square=45$
96	JCU	III	Susie has 11 buttons. How many more buttons does she need to have 51 buttons altogether?	Does Susie need more or less than 51 more buttons?	$11+\square=51$
97	SCU	III	There were 53 leaves on the tree. Some of them blew away. Now there are 34 leaves on the tree. How many leaves blew away?	Did more or less than 53 leaves blow away?	$53-\square=34$
98	SCU	III	Savannah had 67 erasers. She lost some of them. Now she has 28 erasers. How many erasers did Savannah lose?	Did Savannah lose more or less than 67 erasers?	$67-\square=28$
99	PPW-PU	III	There are 46 books on the bookshelf. 21 of the books are picture books and the rest are story books. How many of the books are story books?	Are more or less than 46 of the books story books?	$21+\square=46$
100	PPW-PU	III	There are 53 children playing in the park. 27 children are on the grass and the rest are on the playground. How many children are on the playground?	Are there more or less than 53 children on the playground?	$27+\square=53$
101	JSU	IV	Momodou had some stickers. He bought 31 more stickers. Now he has 72 stickers. How many stickers did he start with?	Did Momodou start with more or less than 72 stickers?	$\square+31=72$
102	JSU	IV	Hunter had some money. He earned 28 dollars more. Now he has 77 dollars. How much money did he have at first?	Did Hunter have more or less than 77 dollars at first?	$\square+28=77$
103	SSU	IV	Julia had some candy. She gave away 18 pieces of candy. Now she has 64 pieces left. How many pieces of candy did she start with?	Did Julia start with more or less than 64 pieces of candy?	$\square-18=64$
104	SSU	IV	Gregory had some money. He spent 23 dollars on a new game. Now he has 56 dollars. How much money did Gregory have to start with?	Did Gregory start with more or less than 56 dollars?	$\square-23=56$
105	CQU	IV	Jayden has 26 animal crackers. Amberlize has 35 more than Jayden. How many animal crackers does Amberlize have?	Does Amberlize have more or less than 35 animal crackers?	$26+35=\square$
106	CQU	IV	John has 27 baseball cards. Jane has 46 more baseball cards than John. How many baseball cards does Jane have?	Does Jane have more or less than 46 baseball cards?	$27+46=\square$
107	CRU	IV	Amadou has 52 stickers. He has 24 more stickers than Carrie. How many stickers does Carrie have?	Does Carrie have more or less than 52 stickers?	$52-24=\square$
108	CRU	IV	Louis has 74 tiles. He has 38 more tiles than Carly. How many tiles does Carly have?	Does Carly have more or less than 74 tiles?	$74-38=\square$
109	PPW-PPU	IV	Ms. Varney has 15 prizes in her bin. Each one is either a yo-yo or a ring. What could Ms. Varney have in her bin? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square+\Delta=15$
110	PPW-PPU	IV	I have 16 balls in the bag. Each one is either a basketball or a football. What could I have in the bag? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$\square+\Delta=16$
111	PD-ES	II	Two children want to share 25 cherries so that each child gets the same amount. How many cherries will each child get?	Will each child get more or less than 1 cherry?	$12\frac{1}{2}+12\frac{1}{2}=25$

No. #	Type	Level	Context	Comprehension	Number Sentence
112	PD-ES	II	Four children want to share 25 grapes so that each child gets the same amount. How many grapes will each child get?	Will each child get more or less than 1 grape?	$6\frac{1}{4}+6\frac{1}{4}+6\frac{1}{4}+6\frac{1}{4}=25$
113	JRU	I	Semisi had set up 19 dominoes. After dinner he set up 79 more dominoes. How many dominoes did Semisi set up altogether?	Did Semisi set up more or less than 79 dominoes?	$19+79=\square$
114	JRU	I	Rafael did 31 jumping jacks on Monday. He did 25 on Tuesday and 34 on Wednesday. How many jumping jacks did Rafael do altogether?	Did he do more or less than 31 jumping jacks altogether?	$31+25+34=\square$
115	SRU	I	There were 110 birds sitting on the fence. 79 of them flew away. How many birds are still on the fence?	Are more or less than 110 birds still on the fence?	$110-79=\square$
116	SRU	I	There were 105 people on the train. 68 people got off. How many people are left on the train?	Are there more or less than 105 people left on the train?	$105-68=\square$
117	PPW-WU	I	There were 12 mothers, 21 boys, and 28 girls at the park. How many people were at the park?	Were there more or less than 28 people at the park?	$12+21+28=\square$
118	PPW-WU	I	The car wash washed 19 vans, 22 trucks, and 31 cars today. How many vehicles did the car wash wash?	Did the car wash wash more or less than 31 vehicles?	$19+22+31=\square$
119	CDU	II	Rahnell has 84 stickers. Alexander has 38 stickers. How many more stickers does Rahnell have than Alexander?	Do not ask a comprehension question for this problem type.	$84-38=\square$
120	CDU	II	Kaylanie has 75 Goldfish crackers. Heaven has 46 Goldfish crackers. How many more crackers does Kaylanie have than Heaven?	Do not ask a comprehension question for this problem type.	$75-46=\square$
121	M	II	Quinlan bought 5 boxes of donuts. There were 8 donuts in each box. How many donuts did Quinlan buy?	Did Quinlan buy more or less than 8 donuts?	$8+8+8+8+8=\square$
122	M	II	For my birthday party I ordered 10 cupcakes. Each cupcake had 9 sprinkles on top. How many sprinkles were there altogether?	Were there more or less than 10 sprinkles?	$9+9+9+9+9+9+9+9+9+9=\square$
123	MD	II	I have 54 M&M's. I gave 9 M&M's to each of my friends. How many friends received M&M's?	Did each friend get more or less than 54 M&M's?	$54-9-9-9-9-9=0$
124	MD	II	There are 65 children going to the zoo. Each minivan can hold 7 children. How many minivans will be needed?	Will more or less than 65 minivans be needed?	$65-7-7-7-7-7-7-7-7-7=0$
125	PD	II	Matt had 49 apples. He put the apples in 6 boxes with the same number of apples in each box. How many apples did he put in each box?	Did Matt put more or less than 49 apples in each box?	$49-8-8-8-8-8-1=0$
126	PD	II	Elijah had 56 pencils. He put the pencils in 8 boxes with the same number of pencils in each box. How many pencils were in each box?	Are there more or less than 56 pencils in each box?	$56-7-7-7-7-7-7-7-7=0$
127	PD-ES	II	Two children want to share 1 brownie so that everyone gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$\frac{1}{2}+\frac{1}{2}=1$
128	PD-ES	II	Four children want to share 1 candy bar so that everyone gets exactly the same amount. How much will each child get?	Will each child get more or less than 1 candy bar?	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=1$
129	JCU	III	On the way to school, Andrew ate 19 Cheerios. At snack, he ate some more. Altogether he ate 58 Cheerios. How many Cheerios did he eat at snack?	Did Andrew eat more or less than 58 cheerios at snack?	$19+\square=58$
130	JCU	III	Ralph had 23 pennies. His mom gave him some more. Now he has 64 pennies. How many pennies did his mom give him?	Did Ralph's mom give him more or less than 64 pennies?	$23+\square=64$

No. #	Type	Level	Context	Comprehension	Number Sentence
131	SCU	III	There were 58 leaves on the tree. Some of them blew away. Now there are 29 leaves on the tree. How many leaves blew away?	Did more or less than 58 leaves blow away?	$58 - \square = 29$
132	SCU	III	Savannah had 66 erasers. She lost some of them. Now she has 17 erasers. How many erasers did Savannah lose?	Did Savannah lose more or less than 67 erasers?	$66 - \square = 17$
133	PPW-PU	III	There are 51 people playing in the park. 24 are children and the rest are adults. How many adults are in the park?	Are there more or less than 51 adults in the park?	$24 + \square = 51$
134	PPW-PU	III	There are 63 scooters in the gym closet. 32 of them are blue and the rest are yellow. How many scooters are yellow?	Are more or less than 63 of the scooters yellow?	$32 + \square = 63$
135	JSU	IV	Giovanni had some marbles. His friend gave him 36 more marbles. Now he has 83 marbles. How many marbles did Giovanni start with?	Did he start with more or less than 83 marbles?	$\square + 36 = 83$
136	JSU	IV	Lauren had some stickers. Her cousin gives her 44 more. Now she has 92 stickers. How many stickers did Lauren have to start with?	Did Lauren start with more or less than 92 stickers?	$\square + 44 = 92$

[1] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[2] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[3] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[4] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[5] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[6] In module 1, students and teachers work with hands-on materials to explore the math concepts introduced in each lesson. The list of materials below includes the most frequently used items in module 1. Consider creating a tool kit for each student to minimize materials preparation for each lesson. Having student and teacher tool kits on hand each day allows for smooth transitions and drastically decreases lesson prep time.

- * Learn & Apply book

- * Unifix® Cubes, number path, Personal whiteboard, Dry-erase marker, Whiteboard eraser

[7] Use thumbs up and down to introduce a procedure for showing responses to true/false or agree/disagree questions.

Teach the procedure by using general knowledge questions, such as:

- * True or False: Today is Thursday.

- * Agree or Disagree: Summer is your favorite time of the year.

Follow-up by asking individual students to explain or evaluate.

[8] Students learn and explore the procedures of counting collections (see lesson 25 for more details)

Use this block to introduce students to their counting jars, working mat, organizing tools (e.g. 10-frame cartons, number paths, or 10-frames).

Establish an efficient procedure for distributing collections. Anticipate problems before they occur!

Create an anchor chart to teach the steps. Distribute materials.

Interactively model storage and appropriate handling of collections.

Freely explore materials: Allow students time to inspect, handle, talk about, and possibly count the materials without instructional goals.

Collect materials: Reverse the distribution process.

[9] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[10] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[11] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[12] The WIM resources are free lessons and videos about math and mindset designed to inspire students. Use the website linked to filter for grade-level activities. Build your own WIM plans by selecting video or tasks to build a positive math community.

[13] Use thumbs up and down to introduce a procedure for showing responses to true/false or agree/disagree questions.

Teach the procedure by using general knowledge questions, such as:

- * True or False: Today is Thursday.

- * Agree or Disagree: Summer is your favorite time of the year.

Follow-up by asking individual students to explain or evaluate.

[14] In module 1, students and teachers work with hands-on materials to explore the math concepts introduced in each lesson. The list of materials below includes the most frequently used items in module 1. Consider creating a tool kit for each student to minimize materials preparation for each lesson. Having student and teacher tool kits on hand each day allows for smooth transitions and drastically decreases lesson prep time.

- * Learn & Apply book

- * Unifix® Cubes, number path, Personal whiteboard, Dry-erase marker, Whiteboard eraser

[15] Students learn and explore the procedures of counting collections (see lesson 25 for more details)

Use this block to introduce students to their counting jars, working mat, organizing tools (e.g. 10-frame cartons, number paths, or 10-frames).

Establish an efficient procedure for distributing collections. Anticipate problems before they occur!

Create an anchor chart to teach the steps. Distribute materials.

Interactively model storage and appropriate handling of collections.

Freely explore materials: Allow students time to inspect, handle, talk about, and possibly count the materials without instructional goals.

Collect materials: Reverse the distribution process.

Scope and Sequence: Grade Level Map

PK: How Many?

Module 1 Sorting and Counting	Module 2 Shapes	Module 3 Parts and Patterns	Module 4 Ways to Compare	Module 5 Math Stories	Module 6 Math in Play
<p>Topic A: Use Attributes to Match and Sort</p> <p>Lesson : Make a Match</p> <ul style="list-style-type: none"> Use attributes to match objects that are exactly the same. <p>PK.MD.DP</p> <p>Lesson : Same and Different</p> <ul style="list-style-type: none"> Use attributes to compare objects. <p>PK.MD.DP</p> <p>Lesson : Crayon Group</p> <ul style="list-style-type: none"> Make a group that has a given attribute. <p>PK.MD.DP , PK.CC.DP</p> <p>Lesson : Crayon and Marker Sort</p> <ul style="list-style-type: none"> Use given attributes to sort objects into two groups. <p>PK.MD.DP , MP</p> <p>Lesson : Sorting Bags</p> <ul style="list-style-type: none"> Sort objects into two or more groups and explain the attributes used to sort. <p>PK.MD.DP , PK.CC.DP</p>	<p>Topic A: Spatial Relations</p> <p>Lesson : Where Is Rosie?</p> <ul style="list-style-type: none"> Use position words to describe where an object is in space. <p>PK.G.DP</p> <p>Lesson : Use the Clues</p> <ul style="list-style-type: none"> Use position words to find an object. <p>PK.G.DP , MP</p> <p>Lesson : Build a Map</p> <ul style="list-style-type: none"> Represent a well-known space. <p>PK.G.DP , MP</p>	<p>Topic A: Compose and Decompose Shapes and Numbers</p> <p>Lesson : How Many Parts?</p> <ul style="list-style-type: none"> Compose hexagons in more than one way. <p>PK.G.DP</p> <p>Lesson : Bunny Puzzles</p> <ul style="list-style-type: none"> Compose shapes with varied pattern blocks. <p>PK.G.DP</p> <p>Lesson : Decompose 3</p> <ul style="list-style-type: none"> Decompose 3 into different parts. <p>PK.OA.DP , MP</p> <p>Lesson : Decompose 4</p> <ul style="list-style-type: none"> Decompose 4 into different parts. <p>PK.OA.DP</p> <p>Lesson : Decompose 5</p> <ul style="list-style-type: none"> Decompose 5 into different parts. <p>PK.OA.DP</p> <p>Lesson : 5-Piece Puzzles (Optional)</p> <ul style="list-style-type: none"> Explore how to decompose 5 into different parts. <p>PK.OA.DP</p>	<p>Topic A: Describe Size</p> <p>Lesson : Big or Small</p> <ul style="list-style-type: none"> Describe objects as <i>big</i> or <i>small</i>. <p>PK.MD.DP</p> <p>Lesson : Puppet's Bed</p> <ul style="list-style-type: none"> Use volume and area to determine whether an object fits. <p>PK.MD.DP , MP</p> <p>Lesson : Explore Capacity</p> <ul style="list-style-type: none"> Compare capacities by using the words <i>more</i> or <i>less</i>. <p>PK.MD.DP</p> <p>Lesson : How Much Juice?</p> <ul style="list-style-type: none"> Discuss a representation of data. <p>PK.MD.DP</p>	<p>Topic A: Use the Count Sequence to Add and Subtract</p> <p>Lesson : Bears on Stairs</p> <ul style="list-style-type: none"> Build number stairs to show the pattern of 1 less in the backward count sequence. <p>PK.CC.DP</p> <p>Lesson : Less</p> <ul style="list-style-type: none"> Model the pattern of 1 less in the backward count sequence. <p>PK.CC.DP</p> <p>Lesson : More, Less</p> <ul style="list-style-type: none"> Look for 1 more and 1 less in an art context. <p>PK.CC.DP , PK.OA.DP , MP , MP</p> <p>Lesson : 1 More, 1 Less the Math Way</p> <ul style="list-style-type: none"> Use fingers to represent 1 more and 1 less. <p>PK.CC.DP , PK.OA.DP</p> <p>Lesson : Market Math</p> <ul style="list-style-type: none"> Use the number sequence to tell how many when 1 is added or 1 is taken away in math stories. <p>PK.OA.DP</p>	<p>Project A: Create a Business</p> <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.MD.DP , MP , MP , MP</p> <p>Project B: Plan a Celebration</p> <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.G.DP , PK.OA.DP , MP , MP , MP , MP , MP , MP</p> <p>Project C: Care for Our Space</p> <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.MD.DP , PK.OA.DP , PK.OA.DP , MP , MP , MP , MP , MP</p>
<p>Topic B: Answer How Many Questions</p> <p>Lesson : Matching Markers</p> <ul style="list-style-type: none"> Match to see whether there are enough. <p>PK.CC.DP</p>	<p>Topic B: Analyze and Name Two-Dimensional Shapes</p> <p>Lesson : Shapes in Art</p> <ul style="list-style-type: none"> Describe the attributes of two-dimensional shapes. <p>PK.G.DP</p> <p>Lesson : Circles</p> <ul style="list-style-type: none"> Name and describe circles. <p>PK.G.DP , PK.G.DP , MP</p> <p>Lesson : Sort the Shapes</p> <ul style="list-style-type: none"> Sort two-dimensional shapes based on the number of straight sides. <p>PK.G.DP , MP</p>		<p>Topic B: Compare Heights and Lengths</p> <p>Lesson : Tall or Short</p> <ul style="list-style-type: none"> Describe objects as <i>tall</i> or <i>short</i>. <p>PK.MD.DP</p> <p>Lesson : Compare Heights</p> <ul style="list-style-type: none"> Align endpoints to compare heights by using the words <i>taller than</i>, <i>shorter than</i>, and <i>about the same height as</i>. <p>PK.MD.DP</p>		

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Animal Count</p> <ul style="list-style-type: none"> Move objects to track the count. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP</p> <p>Lesson : Let's Count!</p> <ul style="list-style-type: none"> Organize and count a collection of objects. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP</p> <p>Lesson : How Many?</p> <ul style="list-style-type: none"> Answer <i>how many</i> questions about objects in varied configurations. <p>PK.CC.DP , MP</p> <p>Topic C: Match Written Numbers with Sets of Up to Objects</p> <p>Lesson : Written Numbers</p> <ul style="list-style-type: none"> Match written numbers 1, 2, 3, 4, and 5 to quantities. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Match Game</p> <ul style="list-style-type: none"> Match written numbers 0, 1, 2, 3, 4, and 5 to quantities. Understand the meaning of 0. <p>PK.CC.DP , PK.CC.DP , MP</p> <p>Lesson : Count the Math Way</p> <ul style="list-style-type: none"> Count the math way with written numbers. <p>PK.CC.DP</p> <p>Lesson : Rosetta Stone</p> <ul style="list-style-type: none"> Explore written numbers and symbols. <p>PK.CC.DP</p>	<p>Lesson : Triangles, Rectangles, and Square Rectangles</p> <ul style="list-style-type: none"> Name and describe triangles, rectangles, and square rectangles. <p>PK.G.DP , PK.G.DP</p> <p>Lesson : Shape Games</p> <ul style="list-style-type: none"> Communicate the position of two-dimensional shapes by using position words. <p>PK.G.DP , PK.G.DP</p> <p>Topic C: Build and Compose Two-Dimensional Shapes</p> <p>Lesson : Shape Pictures</p> <ul style="list-style-type: none"> Compose two-dimensional shapes to make a picture. <p>PK.G.DP , MP</p> <p>Lesson : Shape Puzzles</p> <ul style="list-style-type: none"> Compose two-dimensional shapes to complete shape puzzles. <p>PK.G.DP</p> <p>Lesson : Build Shapes</p> <ul style="list-style-type: none"> Copy two-dimensional shapes by using various materials. <p>PK.G.DP</p>	<p>Topic B: Use Structure to Explore Numbers 6–10</p> <p>Lesson : Do You See 5?</p> <ul style="list-style-type: none"> See the structure of $5 + n$. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Make Your Own Rekenrek!</p> <ul style="list-style-type: none"> Build a 10-bead rekenrek. <p>PK.CC.DP , MP</p> <p>Lesson : Decompose and (Optional)</p> <ul style="list-style-type: none"> Decompose 6 and 7 into different parts. <p>PK.CC.DP , PK.CC.DP , MP</p> <p>Lesson : Decompose and (Optional)</p> <ul style="list-style-type: none"> Decompose 8 and 9 into different parts. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Decompose 10 (Optional)</p> <ul style="list-style-type: none"> Decompose 10 into different parts. <p>PK.CC.DP , PK.CC.DP</p> <p>Topic C: Analyze the Count Sequence</p> <p>Lesson : 1 More</p> <ul style="list-style-type: none"> Count 1 more. <p>PK.CC.DP</p> <p>Lesson : Number Stairs</p> <ul style="list-style-type: none"> Build number stairs to show 1 more. <p>PK.CC.DP , PK.CC.DP</p>	<p>Lesson : Compare Lengths</p> <ul style="list-style-type: none"> Align endpoints to compare lengths by using the words <i>longer than</i>, <i>shorter than</i>, and <i>about the same length as</i>. <p>PK.MD.DP , MP</p> <p>Lesson : Compare by Using Numbers</p> <ul style="list-style-type: none"> Directly compare the lengths of two objects by using numbers. <p>PK.MD.DP</p> <p>Lesson : Straw Line Up (Optional)</p> <ul style="list-style-type: none"> Put objects in order by length. <p>PK.MD.DP</p> <p>Topic C: Compare Weights</p> <p>Lesson : Heavy or Light</p> <ul style="list-style-type: none"> Describe objects as <i>heavy</i> or <i>light</i>. <p>PK.MD.DP</p> <p>Lesson : Compare Weights</p> <ul style="list-style-type: none"> Compare weights by using the words <i>heavier than</i>, <i>lighter than</i>, and <i>about the same weight as</i>. <p>PK.MD.DP</p> <p>Lesson : Balance Scale</p> <ul style="list-style-type: none"> Use a balance scale to compare two objects. <p>PK.MD.DP</p>	<p>Topic B: Represent Addition Stories</p> <p>Lesson : Dinosaur Splash</p> <ul style="list-style-type: none"> Model <i>add to with result unknown</i> story problems. <p>PK.OA.DP</p> <p>Lesson : Draw Math Stories: Addition</p> <ul style="list-style-type: none"> Draw to represent <i>put together with total unknown</i> and <i>add to with result unknown</i> story problems. <p>PK.OA.DP</p> <p>Lesson : Math Tools</p> <ul style="list-style-type: none"> Choose a math tool to solve addition story problems. <p>PK.OA.DP , MP</p> <p>Lesson : Mental Movies: Addition</p> <ul style="list-style-type: none"> Visualize to solve addition story problems. <p>PK.OA.DP , PK.OA.DP</p> <p>Lesson : Train Stories: Addition</p> <ul style="list-style-type: none"> Tell addition stories to match a video. <p>PK.OA.DP , PK.OA.DP</p> <p>Topic C: Compose and Decompose Numbers in More than One Way</p> <p>Lesson : Break Apart 5</p> <ul style="list-style-type: none"> Decompose 5 in more than one way. <p>PK.OA.DP</p> <p>Lesson : Match Game: Make 4</p> <ul style="list-style-type: none"> Compose a number in more than one way. <p>PK.OA.DP</p>	


Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Rice Scoops</p> <ul style="list-style-type: none"> Use numbers to tell how many. <p>PK.CC.DP , PK.CC.DP , MP</p> <p>Lesson : Let's Count!</p> <ul style="list-style-type: none"> Organize and count a collection of objects. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP</p>	<p>Lesson : Build My Shape</p> <ul style="list-style-type: none"> Build two-dimensional shapes by using various materials. <p>PK.G.DP</p>	<p>Lesson : Number Detective</p> <ul style="list-style-type: none"> Order written numbers 1–10 and reason about an unknown number in the count sequence. <p>PK.CC.DP , MP , MP</p>	<p>Lesson : Collect Data and Compare</p> <ul style="list-style-type: none"> Use weight to compare data. <p>PK.MD.DP , MP</p>	<p>Lesson : Turtle Time</p> <ul style="list-style-type: none"> Sort objects shown in a picture in more than one way. <p>PK.OA.DP , MP</p>	
<p>Topic D: Count Out a Set of Up to 5 Objects</p> <p>Lesson : Number Recipe</p> <ul style="list-style-type: none"> Count out a group of objects to match a written number, part 1. <p>PK.CC.DP , PK.CC.DP , MP</p> <p>Lesson : Bean Bag Toss</p> <ul style="list-style-type: none"> Count out a group of objects to match a written number, part 2. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Forest Path Game</p> <ul style="list-style-type: none"> Play a game to develop counting and cardinality concepts with numbers to 5. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Math Stories</p> <ul style="list-style-type: none"> Count out a group of objects to model math stories. <p>PK.CC.DP</p>	<p>Topic D: Analyze Three-Dimensional Shapes</p> <p>Lesson : Shape Towers</p> <ul style="list-style-type: none"> Describe three-dimensional shapes by using informal language. <p>PK.G.DP , PK.G.DP</p> <p>Lesson : Puppet's Picture</p> <ul style="list-style-type: none"> Identify the two-dimensional parts of three-dimensional shapes. <p>PK.G.DP , PK.G.DP</p> <p>Lesson : Roll, Slide, or Stack</p> <ul style="list-style-type: none"> Classify three-dimensional shapes based on the ways they can be moved. <p>PK.G.DP , MP , MP</p> <p>Lesson : Pyramids!</p> <ul style="list-style-type: none"> Construct a three-dimensional shape by using blocks. <p>PK.G.DP</p> <p>Lesson : Let's Count and Record! (Optional)</p> <ul style="list-style-type: none"> Organize, count, and record a collection of objects. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP</p> <p>■</p>	<p>Lesson : Count on the Rekenrek</p> <ul style="list-style-type: none"> Count to 20 on the rekenrek. <p>PK.CC.DP</p> <p>Lesson : Counting with Puppet</p> <ul style="list-style-type: none"> Count to 20 with written numbers. <p>PK.CC.DP</p> <p>Lesson : Let's Count and Record!</p> <ul style="list-style-type: none"> Organize, count, and record a collection of objects. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP</p>	<p>Topic D: Compare Sets</p> <p>Lesson : More or Fewer</p> <ul style="list-style-type: none"> Count and compare groups in math stories. <p>PK.CC.DP</p> <p>Lesson : Trains</p> <ul style="list-style-type: none"> Relate <i>more</i> and <i>fewer</i> to length. <p>PK.CC.DP</p> <p>Lesson : Are There Enough?</p> <ul style="list-style-type: none"> Determine if groups have the same amount. <p>PK.CC.DP</p> <p>Lesson : Let's Count and Compare!</p> <ul style="list-style-type: none"> Compare groups by using the words <i>more than</i>, <i>fewer than</i>, and <i>the same number as</i>. <p>PK.CC.DP , MP</p>	<p>Lesson : Sorting Apples</p> <ul style="list-style-type: none"> Create, analyze, and represent a small data set. <p>PK.OA.DP</p>	
		<p>Topic D: Use Structure to Analyze Patterns</p> <p>Lesson : Pattern Units</p> <ul style="list-style-type: none"> Experience and find patterns and pattern units. <p>PK.OA.DP , MP , MP</p> <p>Lesson : Number Cha-Cha</p> <ul style="list-style-type: none"> Connect numbers and movement patterns. <p>PK.OA.DP</p> <p>Lesson : Find the Missing Piece</p> <ul style="list-style-type: none"> Recognize and record patterns. <p>PK.OA.DP</p>	<p>Topic E: Reason About Comparisons</p> <p>Lesson : How Many Crayons?</p> <ul style="list-style-type: none"> Discuss a representation of data. <p>PK.CC.DP , MP</p> <p>Lesson : Compare Groups</p> <ul style="list-style-type: none"> Organize data and compare the number of objects in each category. <p>PK.CC.DP</p>	<p>Topic D: Represent Subtraction Stories</p> <p>Lesson 15: Under the Sea</p> <ul style="list-style-type: none"> Model <i>take from with result unknown</i> story problems. <p>PK.OA.DP</p> <p>Lesson : Show and Hide Fingers</p> <ul style="list-style-type: none"> Use fingers to represent subtraction. <p>PK.CC.DP , PK.OA.DP</p> <p>Lesson : Draw Math Stories: Subtraction</p> <ul style="list-style-type: none"> Draw to represent <i>take from with result unknown</i> stories. <p>PK.OA.DP</p> <p>Lesson : Represent Puffins at the Sea</p> <ul style="list-style-type: none"> Choose a math tool to solve subtraction story problems. <p>PK.OA.DP , MP</p> <p>Lesson : Mental Movies: Subtraction</p> <ul style="list-style-type: none"> Visualize to solve subtraction story problems. <p>PK.OA.DP , PK.OA.DP</p>	

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic E: Sort to Decompose</p> <p>Lesson : Character Sort</p> <ul style="list-style-type: none"> Sort the same characters in more than one way. <p>PK.MD.DP</p> <p>Lesson : How Many Ways?</p> <ul style="list-style-type: none"> Decompose the same number in more than one way. <p>PK.CC.DP , PK.MD.DP</p> <p>Lesson : Animal Sort</p> <ul style="list-style-type: none"> Represent a sort with written numbers. <p>PK.CC.DP , PK.MD.DP , MP</p> <p>Lesson : Story Cards</p> <ul style="list-style-type: none"> Sort objects shown in a picture in more than one way. <p>PK.MD.DP</p> <p>Lesson : Mystery Eggs</p> <ul style="list-style-type: none"> Model story problems to decompose a number. <p>PK.CC.DP , PK.MD.DP</p>		<p>Lesson : A Story in Strings</p> <ul style="list-style-type: none"> Recognize and extend patterns. <p>PK.OA.DP</p> <p>Lesson : Red Light, Green Light!</p> <ul style="list-style-type: none"> Record a real-world pattern that occurs over time. <p>PK.OA.DP , MP</p> <p>■</p>	<p>Lesson : Explore Area (Optional)</p> <ul style="list-style-type: none"> Compare areas by using written numbers. <p>PK.CC.DP</p> <p>Lesson : How Many Scoops? (Optional)</p> <ul style="list-style-type: none"> Compare capacities by using written numbers. <p>PK.CC.DP , PK.MD.DP</p> <p>Lesson : Compare Attributes</p> <ul style="list-style-type: none"> Compare several measurable attributes of objects. <p>PK.MD.DP</p> <p>■</p>	<p>Lesson : Train Stories: Subtraction</p> <ul style="list-style-type: none"> Tell subtraction stories to match a video. <p>PK.OA.DP , PK.OA.DP , MP</p> <p>Topic E: Extend and Create Patterns</p> <p>Lesson : Create Patterns</p> <ul style="list-style-type: none"> Create and extend patterns and describe them with ordinal concepts. <p>PK.CC.DP , PK.OA.DP , MP , MP</p> <p>Lesson : Music and Movement</p> <ul style="list-style-type: none"> Analyze patterns in music and movement. <p>PK.OA.DP</p> <p>Lesson : Patterns Everywhere</p> <ul style="list-style-type: none"> Analyze and create patterns. <p>PK.OA.DP</p> <p>Lesson : Let's Count and Record!</p> <ul style="list-style-type: none"> Organize, count, and record a collection of objects. <p>PK.CC.DP</p> <p>■</p>	
<p>Topic F: Match Written Numbers with Sets of Up to 10 Objects</p> <p>Lesson : More Written Numbers</p> <ul style="list-style-type: none"> Match written numbers 6, 7, 8, 9, and 10 to quantities. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Count on the Rekenrek</p> <ul style="list-style-type: none"> Count to 10 on the rekenrek. <p>PK.CC.DP</p>					



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : 5-Groups</p> <ul style="list-style-type: none"> Count objects in a 5-group configuration. <p>PK.CC.DP</p> <p>Lesson : Counting with Puppet</p> <ul style="list-style-type: none"> Answer <i>how many</i> questions about objects in varied configurations. <p>PK.CC.DP , MP</p> <p>Lesson : Match Game</p> <ul style="list-style-type: none"> Match written numbers 6, 7, 8, 9, and 10 to quantities. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , MP</p> <p>Lesson : Let's Count and Record!</p> <ul style="list-style-type: none"> Organize, count, and record a collection of objects. <p>PK.CC.DP , PK.CC.DP , PK.CC.DP , PK.CC.DP</p>					
<p>Topic G: Count Out a Set of Up to Objects</p> <p>Lesson : Match or No Match?</p> <ul style="list-style-type: none"> Count out a group to match a written number. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Make It Match</p> <ul style="list-style-type: none"> Count out a group of objects to match a written number and record. <p>PK.CC.DP , PK.CC.DP</p> <p>Lesson : Dinosaur World</p> <ul style="list-style-type: none"> Count out groups to model <i>add to with result unknown</i> math stories. <p>PK.CC.DP , MP</p>					



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Culminating Activity</p> <ul style="list-style-type: none">Sort objects into groups and label them with written numbers. <p>PK.CC.DP , PK.CC.DP , PK.MD.DP , MP</p> 					

Scope and Sequence: Grade Level Map

K: Part-Part-Total

Module 1 Counting and Cardinality	Module 2 Two- and Three-Dimensional Shapes	Module 3 Comparison	Module 4 Composition and Decomposition	Module 5 Addition and Subtraction	Module 6 Place Value Foundations
<p>Topic A: Classify to Make Categories and Count</p> <p>Lesson : Compare objects based on their attributes. K.MD.B. , MP , K.Mod .AD</p> <p>Lesson : Classify objects into two categories. K.MD.B. , MP , K.Mod .AD</p> <p>Lesson : Classify objects into two categories and count. K.CC.B. , K.MD.B. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Classify objects into three categories and count. K.CC.A. , K.MD.B. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Classify objects into three categories, count, and match to a numeral. K.CC.A. , K.MD.B. , MP , K.Mod .AD , K.Mod .AD</p>	<p>Topic A: Analyze and Name Two-Dimensional Shapes</p> <p>Lesson : Find and describe attributes of flat shapes. K.G.B. , MP , K.Mod .AD</p> <p>Lesson : Classify shapes as triangles or nontriangles. K.G.A. , K.G.A. , K.G.B. , MP , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Classify shapes as circles, hexagons, or neither. K.G.A. , K.G.A. , K.G.B. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Classify shapes as rectangles or nonrectangles, with square rectangles as a special case. K.G.A. , K.G.A. , K.G.B. , MP , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Communicate the position of flat shapes by using position words. K.G.A. , MP , K.Mod .AD</p>	<p>Topic A: Compare Heights and Lengths</p> <p>Lesson : Align endpoints to compare lengths by using <i>taller than</i> and <i>shorter than</i>. K.MD.A. , K.MD.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compare lengths of simple straight objects by using <i>longer than</i>, <i>shorter than</i>, and <i>about the same length as</i>. K.MD.A. , K.MD.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compare lengths of complex objects by using <i>longer than</i>, <i>shorter than</i>, and <i>about the same length as</i>. K.MD.A. , MP , K.Mod .AD</p> <p>Lesson : Compare the lengths of cube sticks to flat shapes. K.MD.A. , MP , K.Mod .AD</p> <p>Lesson : Compare the lengths of two cube sticks. K.MD.A. , MP , K.Mod .AD</p> <p>Lesson : Compose cube sticks that are the same length. K.MD.A. , MP , K.Mod .AD</p>	<p>Topic A: Explore Composition and Decomposition</p> <p>Lesson : Compose flat shapes and count the parts. K.G.B. , MP , K.Mod .AD</p> <p>Lesson : Decompose flat shapes and count the parts. K.G.B. , MP , K.Mod .AD</p> <p>Lesson : Decompose a group to identify parts and total. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Decompose a group and record parts and total by using a number bond. K.OA.A. , MP , K.Mod .AD</p> <p>Topic B: Record Composition and Decomposition</p> <p>Lesson : Sort to decompose a number in more than one way. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Decompose a number in more than one way and record. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p>	<p>Topic A: Represent Addition</p> <p>Lesson : Represent <i>add to with result unknown</i> story problems by using drawings and numbers. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Relate number sentences and number bonds through story problems. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Represent and solve <i>add to with result unknown</i> story problems. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent decomposition situations by using number bonds and addition sentences. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent <i>take apart with both addends unknown</i> situations with a number sentence. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Tell addition story problems starting from number sentence models. K.OA.A. , MP , K.Mod .AD</p>	<p>Topic A: Count and Write Teen Numbers</p> <p>Lesson : Describe teen numbers as 10 ones and ___ ones. K.CC.B. , K.NBT.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Find 10 ones in a teen number. K.CC.A. , K.NBT.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Write numerals 11–20. K.CC.A. , K.NBT.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Order numerals 0–20. K.CC.B. , K.NBT.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Reason about a number's position in the number sequence. K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count out a group of objects to match a numeral. K.NBT.A. , MP , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic B: Answer How Many Questions with Up to Objects</p> <p>Lesson : Organize, count, and represent a collection of objects. K.CC.A. .a, K.CC.B. .a, K.CC.B. .b, K.CC.B. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Practice counting accurately. K.CC.A. .a, K.CC.B. .b, K.CC.B. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count sets in linear, array, and scattered configurations. K.CC.B. .MP , K.Mod .AD</p> <p>Lesson : Conserve number regardless of the arrangement of objects. K.CC.B. .b, MP , K.Mod .AD</p>	<p>Topic B: Analyze and Name Three-Dimensional Shapes</p> <p>Lesson : Distinguish between flat and solid shapes. K.G.A. .MP , K.Mod .AD</p> <p>Lesson : Name solid shapes and discuss their attributes. K.G.A. .K.G.B. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Classify solid shapes based on the ways they can be moved. K.G.B. .MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Match solid shapes to their two-dimensional faces. K.G.A. .K.G.B. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p>	<p>Topic B: Compare Weights</p> <p>Lesson : Compare weights by using <i>heavier than</i>, <i>lighter than</i>, and <i>about the same weight as</i>. K.MD.A. .K.MD.A. .MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Use a balance scale to compare two objects. K.MD.A. .MP , K.Mod .AD</p> <p>Lesson : Use a balance scale to compare an object to a group of cubes. K.MD.A. .MP , K.Mod .AD</p> <p>Lesson : Use a balance scale to compare an object to different units. K.MD.A. .MP , K.Mod .AD</p> <p>Lesson : Observe conservation of weight on the balance scale. K.MD.A. .MP , K.Mod .AD</p>	<p>Lesson : Find partners to 5. K.OA.A. .K.OA.A. .MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Find partners to 10. K.OA.A. .MP , K.Mod .AD</p> <p>Lesson : Compose shapes in more than one way. K.G.B. .MP , MP , K.Mod .AD</p> <p>Lesson : Sort and record the decomposition with a number bond. K.OA.A. .MP , K.Mod .AD</p>	<p>Lesson : Find the total in an addition sentence. K.OA.A. .K.OA.A. .MP , K.Mod .AD , K.Mod .AD</p>	<p>Topic B: Compose and Decompose Teen Numbers</p> <p>Lesson : Decompose numbers 10–20 with 10 as a part. K.CC.B. .K.NBT.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent teen number compositions and decompositions as addition sentences. K.OA.A. .K.NBT.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent teen number decompositions as subtraction sentences. K.OA.A. .K.NBT.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Make sense of word problems involving teen numbers. K.OA.A. .K.NBT.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent teen number decompositions as 10 ones and some ones and find a hidden part. K.OA.A. .K.NBT.A. .MP , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Investigate different ways to decompose teen numbers. (Optional) K.CC.B. .MP , K.Mod .AD</p>
<p>Topic C: Write Numerals and Create Sets of Up to Objects</p> <p>Lesson : Count out a group of objects to match a numeral. K.CC.B. .MP , K.Mod .AD</p> <p>Lesson : Write numerals 1–3 to answer <i>how many</i> questions. K.CC.A. .MP , K.Mod .AD</p>	<p>Topic C: Construct Shapes</p> <p>Lesson : Construct a circle. K.G.B. .K.G.B. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Construct and classify polygons. K.G.A. .K.G.B. .MP , K.Mod .AD , K.Mod .AD</p>	<p>Topic C: Compare Sets Within</p> <p>Lesson : Relate <i>more</i> and <i>fewer</i> to length. K.CC.C. .K.MD.A. .K.MD.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compare sets by using <i>more than</i>, <i>fewer than</i>, and <i>the same number as</i>. K.CC.C. .K.Mod .AD</p>	<p>Topic C: Model Composition and Decomposition in Story Problems</p> <p>Lesson : Model <i>put together with total unknown</i> story problems. K.OA.A. .K.OA.A. .MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Draw to represent <i>put together with total unknown</i> story problems. K.OA.A. .MP , K.Mod .AD</p> <p>Lesson : Choose a math tool to solve <i>put together with total unknown</i> story problems. K.OA.A. .MP , MP , K.Mod .AD</p>	<p>Topic B: Represent Subtraction</p> <p>Lesson : Understand taking away as a type of subtraction. K.OA.A. .MP , K.Mod .AD</p> <p>Lesson : Represent <i>take from with result unknown</i> story problems by using drawings and numbers. K.OA.A. .MP , K.Mod .AD</p> <p>Lesson : Represent and solve <i>take from with result unknown</i> story problems. K.OA.A. .K.OA.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Represent decomposition situations by using number bonds and subtraction sentences. K.OA.A. .MP , K.Mod .AD</p> <p>Lesson : Relate parts to total in subtraction situations. K.OA.A. .K.OA.A. .MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Tell subtraction story problems starting from number sentence models. K.OA.A. .MP , K.Mod .AD</p>	

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Write numerals 4 and 5 to answer <i>how many</i> questions. K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count out enough objects and write the numeral. K.CC.B. .a, K.CC.B. .b, MP , K.Mod .AD , K.Mod .AD</p>	<p>Lesson : Construct solid shapes by using a square base. K.G.B. , K.G.B. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Draw flat shapes. K.G.B. , K.G.B. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compose flat shapes. K.G.A. , K.G.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compose solid shapes to create a structure that can fit a toy inside. K.G.B. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. (Optional) MP</p>	<p>Lesson : Use number to compare sets with like units. K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Classify flat shapes into groups and compare the number of shapes in each group. K.MD.B. , MP , K.Mod .AD</p> <p>Lesson : Count and compare sets with unlike units. K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Count and compare sets in pictures. K.CC.C. , MP , K.Mod .AD</p>	<p>Lesson : Model <i>take apart with both addends unknown</i> situations. K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Choose a math tool to solve <i>take apart with both addends unknown</i> situations. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Compose and decompose numbers and shapes. K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. (Optional) MP</p> <p>Lesson : Use the structure of 5 and 10 to build a rekenrek. (Optional) K.OA.A. , MP , MP , K.Mod .AD</p>	<p>Lesson : Find the difference in a subtraction sentence. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Topic C: Make Sense of Problems</p> <p>Lesson : Identify the action in a problem to represent and solve it. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Relate addition and subtraction through word problems. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Reason about different units to solve story problems. K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count starting from a number other than 1 to find the total. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Represent and solve <i>take apart with change unknown</i> problems. K.OA.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Find the number that makes 10 and record with a number sentence. K.OA.A. , MP , K.Mod .AD</p>	<p>Topic C: Count to</p> <p>Lesson : Organize, count, and represent a collection of objects. MP</p> <p>Lesson : Count by tens. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Count by tens by using math tools. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Use the structure of ten to count to 100. K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Use patterns in the number sequence to count by ones within 100. K.CC.A. , K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count within and across decades when counting by ones, part 1. K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count within and across decades when counting by ones, part 2. K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p>
<p>Topic D: Decompose Numbers</p> <p>Lesson : Understand the meaning of zero and write the numeral. K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Sort the same group of objects in more than one way and count. K.MD.B. , K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Decompose a set shown in a picture. K.MD.B. , K.OA.A. , MP , K.Mod .AD</p> <p>Lesson : Model story problems. MP , MP</p> <p>Lesson : Model story problems and identify the numeral referents. MP</p>		<p>Topic D: Compare Numbers Within</p> <p>Lesson : Compare the capacity of containers by using numerals. K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Compare numbers by using <i>greater than</i>, <i>less than</i>, and <i>equal to</i>. K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Compare two numbers in story situations. K.CC.C. , MP , K.Mod .AD</p>			<p>Topic D: Compare</p> <p>Lesson : Compare totals in story situations. (Optional) K.CC.C. , MP , K.Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic E: Answer How Many Questions with Up to Objects</p> <p>Lesson : Organize, count, and represent a collection of objects. K.CC.A. , K.CC.B. .a, K.CC.B. .b, K.CC.B. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count objects in 5-group and array configurations and match to a numeral. K.CC.B. .b, K.CC.B. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count sets in circular configurations and match to a numeral. K.CC.A. , K.CC.B. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Count sets in scattered configurations and match to a numeral. K.CC.A. , K.CC.B. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Conserve number regardless of the order in which objects are counted. K.CC.B. .b, MP , K.Mod .AD</p>		<p>Lesson : Describe and compare several measurable attributes of objects and sets. K.CC.C. , K.MD.A. , K.MD.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. (Optional) MP</p>		<p>Lesson : Organize drawings to solve problems efficiently. K.OA.A. , MP , MP , K.Mod .AD , K.Mod .AD</p> <p>Topic D: Make Use of Structure</p> <p>Lesson : Identify and extend linear patterns. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Use a pattern to make a prediction. K.CC.A. , MP , MP , MP , K.Mod .AD</p> <p>Lesson : Solve story problems by using repeated reasoning. K.OA.A. , MP , MP , K.Mod .AD</p> <p>Lesson : Extend growing patterns. K.G.B. , MP , K.Mod .AD</p> <p>Lesson : Reason about numbers to add and subtract. K.OA.A. , K.OA.A. , MP , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. (Optional) MP</p>	<p>Lesson : Count and compare sets with more than 10 objects. (Optional) K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Compare area by comparing number. (Optional) K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Compare lengths of objects by using 10-sticks and cubes. (Optional) K.CC.C. , MP , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. MP</p>
<p>Topic F: Write Numerals and Create Sets of Up to Objects</p> <p>Lesson : Count out a group of objects to match a numeral. K.CC.B. , MP , K.Mod .AD</p>					

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Write numerals 6 and 7. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Write numeral . K.CC.A. , K.CC.A. , MP , K.Mod .AD , K.Mod .AD</p> <p>Lesson : Write numerals 9 and 10. K.CC.A. , MP , K.Mod .AD</p> <p>Lesson : Order numerals 1–10 and reason about an unknown number in the number sequence. K.CC.A. , MP , K.Mod .AD</p>					
<p>Topic G: Analyze the Count Sequence</p> <p>Lesson : Model the pattern of 1 more in the forward count sequence. K.CC.B. .c, MP , K.Mod .AD</p> <p>Lesson : Build number stairs to show the pattern of 1 more in the forward count sequence. K.CC.B. .c, MP , K.Mod .AD</p> <p>Lesson : Model the pattern of 1 less in the backward count sequence. K.CC.B. .c, MP , K.Mod .AD</p>					



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Build number stairs to show the pattern of 1 less in the backward count sequence. K.CC.B. .c, MP , K.Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. K.CC.A. .a, K.CC.B. .a, K.CC.B. .b, K.CC.B. .c, MP , K.Mod .AD , K.Mod .AD , K.Mod .AD , K.Mod .AD</p> <p>■</p>					

Scope and Sequence: Grade Level Map

1: Units of Ten

Module 1 Counting, Comparison, and Addition	Module 2 Addition and Subtraction Relationships	Module 3 Properties of Operations to Make Easier Problems	Module 4 Comparison and Composition of Length Measurements	Module 5 Place Value Concepts to Compare, Add, and Subtract	Module 6: Part 1 Attributes of Shapes	Module 6: Part 2 Advancing Place Value, Addition, and Subtraction
<p>Topic A: Count and Compare with Data</p> <p>Lesson : Organize to find how many and compare. MP</p> <p>Lesson : Organize and represent data to compare two categories. .NBT.B. , .MD.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Sort to represent and compare data with three categories. .NBT.B. , .MD.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Find the total number of data points and compare categories in a picture graph. .NBT.B. , .MD.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Organize and represent categorical data. .MD.C. , MP , .Mod .AD</p>	<p>Topic A: Reason About Take From Situations</p> <p>Lesson : Represent <i>result unknown</i> problems and record as addition or subtraction number sentences. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Subtract all or subtract 0. .OA.C. , .OA.C. , MP , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Subtract 1 or subtract 1 less than the total. .OA.C. , .OA.C. , MP , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use fingers to subtract 4, 5, and 6 efficiently. .OA.C. , .OA.C. , MP , MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Make Easier Problems with Three Addends</p> <p>Lesson : Group to make ten when there are three parts. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Make ten with three addends. .OA.A. , .OA.B. , MP , .Mod .AD</p> <p>Lesson : Represent and solve three-addend word problems. .OA.A. , .OA.B. , MP , .Mod .AD</p> <p>Lesson : Use properties of addition to make three-addend expressions easier. .OA.B. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Topic B: Make Easier Problems to Add</p> <p>Lesson : Make ten when an addend is 5. .OA.B. , .OA.C. , MP , .Mod .AD</p>	<p>Topic A: Direct and Indirect Length Comparison</p> <p>Lesson : Compare and order objects by length. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Reason to order and compare heights. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Compare the lengths of two objects indirectly by using a third object. .MD.A. , MP , MP , .Mod .AD</p> <p>Topic B: Length Measurement and Comparison</p> <p>Lesson : Measure accurately with centimeter cubes. .MD.A. , MP , MP , .Mod .AD</p> <p>Lesson : Measure and compare lengths. .NBT.B. , .MD.A. , .MD.A. , MP , MP , .Mod .AD</p>	<p>Topic A: Grouping Units in Tens and Ones</p> <p>Lesson : Tell time to the hour and half hour using digital and analog clocks. .MD.B. , MP , .Mod .AD</p> <p>Lesson : Count a collection and record the total in units of tens and ones. .NBT.A. , .NBT.B. .a, .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Recognize the place value of digits in a two-digit number. .NBT.A. , .NBT.B. .a, .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Represent a number in multiple ways by trading 10 ones for a ten. .NBT.B. , .NBT.B. .b, .NBT.B. .c, MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Attributes of Shapes</p> <p>Lesson : Name two-dimensional shapes based on the number of sides. .G.A. , MP , .Mod .AD</p> <p>Lesson : Sort and name two-dimensional shapes based on attributes. .G.A. , MP , .Mod .AD</p> <p>Lesson : Draw two-dimensional shapes and identify defining attributes. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Name solid shapes and describe their attributes. .G.A. , MP , .Mod .AD</p> <p>Lesson : Reason about the functionality of three-dimensional shapes based on their attributes. .G.A. , MP , .Mod .AD</p>	<p>Topic D: Count and Represent Numbers Beyond</p> <p>Lesson : Count and record totals for a collection above 100. .NBT.A. , MP , .Mod .AD</p> <p>Lesson : Read, write and represent numbers greater than 100. .NBT.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Count up and down across 100. .NBT.A. , MP , .Mod .AD</p> <p>Lesson : Write totals for collections larger than 100 shown in various groups of tens and ones. .NBT.A. , MP , .Mod .AD , .Mod .AD</p> <p>Topic E: Deepening Problem Solving</p> <p>Lesson : Represent and solve <i>put together</i> and <i>take apart</i> word problems. .OA.A. , MP , .Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6: Part 1	Module 6: Part 2
<p>Lesson : Use tally marks to represent and compare data. .NBT.B. , .MD.C. , MP , .Mod .AD , .Mod .AD</p> <p>Topic B: Count On from a Visible Part</p> <p>Lesson : Count all or count on to solve <i>put together with total unknown</i> situations. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Count on from a known part and identify both parts in a total. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Count on from both parts and record part-total relationships. .OA.B. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Count on from 5 within a set. .OA.C. , MP , .Mod .AD</p> <p>Lesson : See any part in a set and count on. .OA.C. , MP , .Mod .AD</p>	<p>Topic B: Relate and Distinguish Addition and Subtraction</p> <p>Lesson : Use the Read-Draw-Write process to solve <i>result unknown</i> problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Represent and solve related addition and subtraction <i>result unknown</i> problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Count on or count back to solve related addition and subtraction problems. .OA.A. , .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Topic C: Find an Unknown Part in Change Unknown Problems</p> <p>Lesson : Interpret and find an unknown change. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Represent and solve <i>add to with change unknown</i> problems. .OA.A. , MP , .Mod .AD</p>	<p>Lesson : Make ten when the first addend is 9. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Make ten when the first addend is 8 or 9. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Make ten when the second addend is 8 or 9. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Make ten with either addend. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Make ten when there are three addends. .OA.B. , .OA.C. , MP , .Mod .AD</p> <p>Topic C: Make Easier Addition Problems with a Linear Model</p> <p>Lesson : Represent and compare related situation equations, part 1. .OA.A. , .OA.A. , .OA.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Measure and order lengths. .MD.A. , .MD.A. , MP , MP , .Mod .AD</p> <p>Lesson : Use 10-centimeter sticks and centimeter cubes to measure. .MD.A. , MP , MP , .Mod .AD</p> <p>Lesson : Draw to represent a length measurement. .NBT.B. , .NBT.B. .a, .NBT.B. .b, .MD.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Represent a total length as units of tens and ones. .NBT.B. , .NBT.B. .a, .NBT.B. .b, .MD.A. , MP , .Mod .AD , .Mod .AD</p> <p>Topic C: Comparison Word Problems with Measurement</p> <p>Lesson : Compare to find how much longer. .OA.A. , .MD.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Compare to find how much shorter. .OA. , .MD.A. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Reason about equivalent representations of a number. .NBT.A. , .NBT.B. , NBT.B. .a, NBT.B. .b, .NBT.B. .c, MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Add 10 or take 10 from a two-digit number. .NBT.C. , MP , .Mod .AD</p> <p>Topic B: Use Place Value to Compare</p> <p>Lesson : Use place value reasoning to compare two quantities. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use place value reasoning to write and compare two-digit numbers. .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Compare two quantities and make them equal. .NBT.B. , MP , .Mod .AD</p>	<p>Topic B: Composition of Shapes</p> <p>Lesson : Create composite shapes and identify shapes within two- and three-dimensional composite shapes. .G.A. , MP , .Mod .AD</p> <p>Lesson : Create new composite shapes by adding a shape. .G.A. , MP , .Mod .AD</p> <p>Lesson : Combine identical composite shapes. .G.A. , MP , .Mod .AD</p> <p>Lesson : Relate the size of a shape to how many are needed to compose a new shape. .G.A. , MP , .Mod .AD</p> <p>Topic C: Halves and Fourths</p> <p>Lesson : Reason about equal and not equal shares. .G.A. , MP , .Mod .AD</p> <p>Lesson : Name equal shares as halves or fourths. .G.A. , MP , .Mod .AD</p>	<p>Lesson : Represent and solve <i>add to</i> and <i>take from</i> word problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Represent and solve <i>add to</i> and <i>take from with start unknown</i> word problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Represent and solve comparison word problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Reason with non-standard measurement units. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Solve non-routine problems. (Optional) .OA.A. , MP , .Mod .AD</p> <p>Topic F: Extending Addition to</p> <p>Lesson : Make a total in more than one way. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Add two-digit numbers in various ways, part 1. .NBT.C. , MP , .Mod .AD , .Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6: Part 1	Module 6: Part 2
<p>Lesson : Count on from 10 to find an unknown total. .OA.C. , .NBT.B. , .NBT.B. .b, MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Represent and find an unknown addend in equations. .OA.D. , MP , .Mod .AD</p> <p>Lesson : Represent and solve <i>take from with change unknown</i> problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Represent and find an unknown subtrahend in equations. .OA.D. , MP , .Mod .AD</p> <p>Lesson : Represent and solve <i>add to and take from with change unknown</i> problems. .OA.A. , .OA.D. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Represent and compare related situation equations, part . .OA.A. , .OA.A. , .OA.B. , MP , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Count on to make ten within 20. .OA.B. , .OA.C. , MP , MP , .Mod .AD</p> <p>Lesson : Count on to make the next ten within 100. .OA.B. , .OA.C. , MP , .Mod .AD</p>	<p>Lesson : Find the unknown longer length. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Find the unknown shorter length. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Measure to find patterns. (Optional) .MD.A. , MP , MP , .Mod .AD</p>	<p>Topic C: Addition of One-Digit and Two-Digit Numbers</p> <p>Lesson : Add the ones first. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Add the ones to make the next ten. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Decompose an addend to make the next ten. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Reason about related problems that make the next ten. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Determine which equations make the next ten. .NBT.C. , MP , MP , .Mod .AD</p>	<p>Lesson : Partition shapes into halves, fourths, and quarters. .G.A. , MP , .Mod .AD</p> <p>Lesson : Relate the number of equal shares to the size of the shares. .G.A. , MP , .Mod .AD</p> <p>Lesson : Tell time to the half hour using the term <i>half past</i>. .MD.B. , MP , .Mod .AD</p> <p>Lesson : Reason about the location of the hour hand to tell time. (Optional) .MD.B. , MP , .Mod .AD</p>	<p>Lesson : Add two-digit numbers in various ways, part . .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Add tens to make 100. (Optional) .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Make the next 10, add tens to make 100. .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Add to make 100. .NBT.C. , MP , .Mod .AD , .Mod .AD</p>
<p>Topic C: Count On to Add</p> <p>Lesson : Count on from an addend in <i>add to with result unknown</i> situations. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Count on to find the total of an addition expression. .OA.C. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Use the commutative property to count on from the larger addend. .OA.B. , MP , .Mod .AD</p> <p>Lesson : Use the commutative property to find larger totals. .OA.B. , MP , .Mod .AD</p> <p>Lesson : Add 0 and 1 to any number. .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic D: Find an Unknown Part by Using Addition and Subtraction</p> <p>Lesson : Represent and solve <i>put together/take apart with addend unknown</i> problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Relate counting on and counting back to find an unknown part. .OA.D. , MP , .Mod .AD</p>	<p>Topic D: Reason About Ten as a Unit to Add or Subtract</p> <p>Lesson : Count and record a collection of objects. .NBT.A. , .NBT.B. , .NBT.B. .a, MP , .Mod .AD</p> <p>Lesson : Identify ten as a unit. .NBT.A. , .NBT.B. , .NBT.B. .a, .NBT.B. .b, .NBT.B. .c, MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Add a two-digit number and a one-digit number. .OA.C. , .NBT. , .NBT.B. .b, .NBT.B. .c, MP , .Mod .AD , .Mod .AD</p>	<p>Topic D: Addition and Subtraction of Tens</p> <p>Lesson : Count on and back by tens to add and subtract. .NBT.C. , .NBT.C. , MP , .Mod .AD</p>			

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6: Part 1	Module 6: Part 2
<p>Topic D: Make the Same Total in Varied Ways</p> <p>Lesson : Determine whether number sentences are true or false. .OA.D. , MP , .Mod .AD</p> <p>Lesson : Reason about the meaning of the equal sign. .OA.D. , MP , MP , .Mod .AD</p> <p>Lesson : Find all two-part expressions equal to 6. .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Find all two-part expressions equal to 7 and 8. .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Find all two-part expressions equal to 9 and 10. .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Find the totals of doubles +1 facts. .OA.C. , .OA.C. , MP , .Mod .AD</p>	<p>Lesson : Compare the efficiency of counting on and counting back to subtract. .OA.C. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Use related addition facts to subtract from 10. .OA.B. , MP , .Mod .AD</p> <p>Lesson : Use related addition facts to subtract. .OA.B. , MP , .Mod .AD</p> <p>Lesson : Determine the value of the unknown in various positions. .OA.B. , .OA.D. , MP , .Mod .AD , .Mod .AD</p> <p>Topic E: Represent and Solve Comparison Problems</p> <p>Lesson : Add or subtract to make groups equal. .OA.D. , MP , .Mod .AD</p> <p>Lesson : Represent and solve <i>compare with difference unknown</i> problems, part 1. .OA.A. , MP , .Mod .AD</p>	<p>Lesson : Subtract a one-digit number from a two-digit number. .OA.C. , .NBT.B. , .NBT.B. .b, .NBT.B. .c, MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve <i>take from with change unknown</i> problems with totals in the teens. .OA.A. , .NBT.B. , .NBT.B. .b, .NBT. .c, MP , .Mod .AD , .Mod .AD</p> <p>Topic E: Make Easier Problems to Subtract</p> <p>Lesson : Use strategies to subtract from a teen number. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Take from ten to subtract from a teen number, part 1. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Take from ten to subtract from a teen number, part . .OA.C. , MP , .Mod .AD</p> <p>Lesson : Subtract by counting on. .OA.C. , MP , .Mod .AD</p>		<p>Lesson : Use related single-digit facts to add and subtract multiples of ten. .NBT.C. , .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Use tens to find an unknown part. .NBT.C. , .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Determine if number sentences involving addition and subtraction are true or false. .OA.D. , .NBT.C. , .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Add tens to a two-digit number. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Add ones and multiples of ten to any number. .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Topic E: Addition of Two-Digit Numbers</p> <p>Lesson : Use varied strategies to add two-digit addends. .NBT.C. , MP , .Mod .AD</p> <p>Lesson : Decompose both addends and add like units. .OA.D. , .NBT.C. , MP , .Mod .AD , .Mod .AD</p>		

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6: Part 1	Module 6: Part 2
<p>Lesson : Use known facts to make easier problems. .OA.C. , .OA.C. , .OA.D. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Organize, count, and record a collection of objects. (Optional) MP ■</p>	<p>Lesson : Represent and solve <i>compare with difference</i> unknown problems, part . .OA.A. , MP , .Mod .AD</p> <p>Lesson : Compare categories in a graph to figure out how many more. .MD.C. , MP , .Mod .AD ■</p>	<p>Lesson : Decompose the subtrahend to count back. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Choose a strategy to make an easier problem. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Pose and solve varied word problems. .OA.A. , .OA.A. , .OA.B. , MP , MP , .Mod .AD , .Mod .AD ■</p>		<p>Lesson : Decompose an addend and add tens first. .OA.D. , .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Decompose an addend to make the next ten. .OA.D. , .NBT.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Compare equivalent expressions used to solve two-digit addition equations. .OA.D. , .NBT.C. , MP , .Mod .AD , .Mod .AD ■</p>		

Scope and Sequence: Grade Level Map

2: Ten Tens

Module 1 Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000	Module 2 Addition and Subtraction Within 200	Module 3 Shapes and Time with Fraction Concepts	Module 4 Addition and Subtraction Within 1,000	Module 5 Money, Data, and Customary Measurement	Module 6 Multiplication and Division Foundations
<p>Topic A: Represent Data to Solve Problems</p> <p>Lesson : Draw and label a picture graph to represent data. .MD.D. , MP , .Mod .AD</p> <p>Lesson : Draw and label a bar graph to represent data. .MD.D. , MP , .Mod .AD</p> <p>Lesson : Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems. .MD.D. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use information presented in a bar graph to solve <i>compare</i> problems. .MD.D. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Simplifying Strategies for Addition</p> <p>Lesson : Reason about addition with four addends. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Break apart and add like units. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use compensation to add within 100. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use compensation to add within 200. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Make a ten to add within 100. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Make a ten to add within 200. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Solve word problems by using simplifying strategies for addition. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Attributes of Geometric Shapes</p> <p>Lesson : Determine the defining attributes of a polygon. .G.A. , MP , .Mod .AD</p> <p>Lesson : Use attributes to identify, build, and describe two-dimensional shapes. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Identify, build, and describe right angles and parallel lines. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use attributes to identify, classify, and compose different quadrilaterals. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Relate the square to the cube and use attributes to describe a cube. .G.A. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Mental Place Value Strategies</p> <p>Lesson : Organize, count, and represent a collection of objects. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Mentally add and subtract multiples of 10 and 100 with unknowns in various positions. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve multi-step word problems and reason about equal expressions. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Represent and solve <i>compare with bigger unknown</i> word problems. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic A: Problem Solving with Coins and Bills</p> <p>Lesson : Organize, count, and represent a collection of coins. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Use the fewest number of coins to make a given value. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Solve one- and two-step word problems to find the total value of a group of coins. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Solve one- and two-step word problems to find the total value of a group of bills. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Use different strategies to make 1 dollar or to make change from 1 dollar. .MD.C. , MP , .Mod .AD</p>	<p>Topic A: Count and Problem Solve with Equal Groups</p> <p>Lesson : Compose equal groups and write repeated addition equations. .OA.A. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Use math drawings to represent equal groups and relate them to repeated addition. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Represent equal groups with a tape diagram. .OA.A. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Topic B: Arrays and Equal Groups</p> <p>Lesson : Compose arrays with rows and columns and use a repeated count to find the total. .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic B: Metric Measurement and Concepts About the Ruler</p> <p>Lesson : Connect measurement to physical units by iterating a centimeter cube. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Make a 10 cm ruler and measure objects. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Measure lengths and relate 10 cm and 1 cm. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Make a meter stick and measure with various tools. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Relate 1 cm, 10 cm, and 100 cm. .NBT.A. , MP</p> <p>Lesson : Reason about the relationship between the size of the unit and the number of units needed to measure. .MD.A. , MP</p>	<p>Topic B: Strategies for Composing a Ten and a Hundred to Add</p> <p>Lesson : Use concrete models to compose a ten. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to compose a ten and relate to written recordings. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use concrete models to compose a hundred. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use math drawings to compose a hundred and relate to written recordings. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to compose a ten and a hundred with two- and three-digit addends. Relate to written recordings. .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic B: Composite Shapes and Fraction Concepts</p> <p>Lesson : Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Combine shapes to create a composite shape and create a new shape from composite shapes. .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Create composite shapes by using equal parts and name them as halves, thirds, and fourths. .G.A. , MP , .Mod .AD</p> <p>Lesson : Interpret equal shares in composite shapes as halves, thirds, and fourths. .G.A. , MP , .Mod .AD</p>	<p>Topic B: Strategies for Composing Tens and Hundreds Within 1,000</p> <p>Lesson : Use the associative property to make a benchmark number to add within 1,000. .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Use compensation to add within 1,000. .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Use concrete models to add and relate them to written recordings. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to represent addition and relate them to written recordings, part 1. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to represent addition and relate them to written recordings, part 2. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Solve word problems by using different ways to make change from 1 dollar. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Solve word problems by using bills and coins. (Optional) .MD.C. , MP , .Mod .AD</p>	<p>Lesson : Decompose arrays into rows and columns and relate them to repeated addition. .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Distinguish between rows and columns and use math drawings to represent arrays. .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use square tiles to create arrays with gaps. .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD</p>
<p>Topic C: Estimate, Measure, and Compare Lengths</p> <p>Lesson : Estimate and compare lengths. .MD.A. , .MD.A. , MP , .Mod .AD , .Mod .AD</p>		<p>Topic C: Halves, Thirds, and Fourths of Circles and Rectangles</p> <p>Lesson : Partition circles and rectangles into equal parts and describe those parts as halves. .G.A. , MP , .Mod .AD</p>		<p>Topic B: Use Customary Units to Measure and Estimate Length</p> <p>Lesson : Iterate an inch tile to create a unit ruler and measure to the nearest inch. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Use an inch ruler and a yard stick to estimate and measure the length of various objects. .MD.A. , .MD.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Measure an object twice by using different length units, and compare and relate measurement to unit size. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Measure to compare differences in lengths. .MD.A. , MP , .Mod .AD</p>	<p>Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>Lesson : Determine the attributes of a square array. .OA.C. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Use math drawings to compose a rectangle. .OA.C. , .OA.C. , MP , .Mod .AD</p> <p>Lesson : Decompose an array to find the total efficiently. .OA.C. , .OA.C. , .G.A. , MP , .Mod .AD , .Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Model and reason about the difference in length. .MD.A. , MP , .Mod .AD</p> <p>Lesson : Estimate and measure height to model metric relationships. .MD.A. , .MD.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Represent and compare students' heights. .MD.A. , MP , .Mod .AD</p>	<p>Topic C: Simplifying Strategies for Subtraction</p> <p>Lesson : Represent and solve <i>take from</i> word problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Use addition and subtraction strategies to find an unknown part. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use compensation to subtract within 100. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use compensation to subtract within 200. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Take from a ten to subtract within 200. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Take from a hundred to subtract within 200. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Solve word problems with simplifying strategies for subtraction. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. .G.A. , MP , .Mod .AD</p> <p>Lesson : Describe a whole by the number of equal parts in halves, thirds, and fourths. .G.A. , MP , .Mod .AD</p> <p>Lesson : Recognize that equal parts of an identical rectangle can be different shapes. .G.A. , MP , .Mod .AD</p>	<p>Lesson : Choose and defend efficient solution strategies for addition. .OA.B. , .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Choose and defend efficient solution strategies to add up to four two-digit numbers. .OA.B. , .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD , .Mod .AD</p>	<p>Lesson : Identify unknown numbers on a number line by using the interval as a reference point. .MD.B. , MP , .Mod .AD</p>	<p>Lesson : Reason about how equal arrays can be composed differently. .OA.C. , .OA.C. , .G.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Decompose an array and relate it to a number bond. .OA.C. , .OA.C. , .G.A. , MP , .Mod .AD , .Mod .AD</p>
<p>Topic D: Solve Compare Problems by Using the Ruler as a Number Line</p> <p>Lesson : Use a measuring tape as a number line to add efficiently. .MD.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use a measuring tape as a number line to subtract efficiently. .MD.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Represent and solve comparison problems by using measurement contexts. .MD.B. , .MD.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p>		<p>Topic D: Application of Fractions to Tell Time</p> <p>Lesson : Distinguish between a.m. and p.m. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Recognize time as measurement units. .MD.C. , MP</p> <p>Lesson : Use a clock to tell time to the half hour or quarter hour. .MD.C. , MP , .Mod .AD</p> <p>Lesson : Relate the clock to a number line to count by fives. .NBT.A. , .MD.C. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Tell time to the nearest 5 minutes. .NBT.A. , .MD.C. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic C: Simplifying Strategies for Subtracting Within 1,000</p> <p>Lesson : Take from a ten or a hundred to subtract. .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Use compensation to subtract within 1,000. .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Use compensation to keep a constant difference by adding the same amount to both numbers. .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Topic C: Use Measurement and Data to Solve Problems</p> <p>Lesson : Solve word problems that involve measurements and reason about estimates. .MD.B. , MP , .Mod .AD</p> <p>Lesson : Solve addition and subtraction two-step word problems that involve length. .MD.B. , MP , .Mod .AD</p> <p>Lesson : Use measurement data to create a line plot. .MD.D. , MP , .Mod .AD</p> <p>Lesson : Create a line plot to represent data and ask and answer questions. .MD.D. , .Mod .AD</p>	<p>Topic D: The Meaning of Even and Odd Numbers</p> <p>Lesson : Relate doubles to even numbers and write equations to express the sums. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Pair objects and skip- count to determine whether a number is even or odd. .OA.C. , MP , .Mod .AD</p> <p>Lesson : Use rectangular arrays to investigate combinations of even and odd numbers. .OA.C. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve word problems that involve equal groups and arrays. .OA.A. , .OA.C. , .OA.C. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Solve <i>compare with difference unknown</i> word problems by using measurement contexts. .MD.B. , .MD.B. , MP , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve <i>compare with difference unknown</i> word problems in various contexts. .MD.B. , .MD.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p>	<p>Topic D: Strategies for Decomposing a Ten and a Hundred to Subtract</p> <p>Lesson : Reason about when to unbundle a ten to subtract. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use concrete models to decompose a ten with two-digit totals. .NBT.B. , MP , .Mod .AD</p> <p>Lesson : Use place value drawings to decompose a ten and relate them to written recordings. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use concrete models and drawings to decompose a hundred. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to decompose a hundred and relate them to written recordings. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to subtract with two decompositions. .NBT.B. , MP , .Mod .AD , .Mod .AD</p>	<p>Lesson : Solve elapsed time problems. (Optional) MP ■</p>	<p>Lesson : Use compensation to keep a constant difference by subtracting the same amount from both numbers .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p> <p>Lesson : Use concrete models to subtract and relate them to written recordings. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to represent subtraction with one decomposition and relate them to written recordings. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Use place value drawings to represent subtraction from numbers with in the tens and/or ones place and relate to a written recording. .OA.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD</p>		<p>Lesson : Use various strategies to fluently add and subtract within 100 and know all sums and differences within from memory. (Optional) .OA.B. ■</p>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Organize, count, and record a collection of objects. .NBT.A. .a, .NBT.A. , .NBT.A. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p>	<p>Lesson : Solve <i>add to</i> and <i>take from with start unknown</i> word problems. .OA.A. , MP , .Mod .AD</p> <p>Lesson : Solve two-step word problems within 100. .OA.A. , MP</p> <p>■</p>		<p>Lesson : Subtract by using multiple strategies and defend an efficient strategy. .OA.B. , .NBT.B. , .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD , .Mod .AD</p>		
<p>Topic F: Three-digit Numbers in Different Forms</p> <p>Lesson : Count up to 1,000 by using place value units. .NBT.A. , .NBT.A. .b, .NBT.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Write three-digit numbers in unit form and show the value that each digit represents. .NBT.A. , .NBT.A. .b, MP , .Mod .AD</p> <p>Lesson : Write base-ten numbers in expanded form. .NBT.A. , MP , .Mod .AD</p> <p>Lesson : Read, write, and relate base-ten numbers in all forms. .NBT.A. , .NBT.A. .b, .NBT.A. , MP , .Mod .AD , .Mod .AD</p>			<p>Topic E: Apply Efficient Addition and Subtraction Strategies</p> <p>Lesson : Apply strategies to find sums and differences and relate addition to subtraction. .NBT.B. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve <i>compare with smaller unknown</i> word problems. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Solve two-step addition and subtraction word problems. .OA.A. , .NBT.B. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p> <p>Lesson : Organize, count, and represent a collection of objects. .NBT.B. , MP , .Mod .AD , .Mod .AD</p> <p>■</p>		



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic G: Model Base-Ten Numbers Within 1,000 with Money</p> <p>Lesson : Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>.NBT.A. , .NBT.A. .b, .NBT.A. .a, MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Count by \$1, \$10, and \$100.</p> <p>.NBT.A. , MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Determine how many \$10 bills are equal to \$1,000.</p> <p>.NBT.A. , .NBT.A. .a, .NBT.A. .b, .NBT.A. , MP , .Mod .AD , .Mod .AD , .Mod .AD</p>					
<p>Topic H: Compose and Decompose with Place Value Disks</p> <p>Lesson : Count the total value of ones, tens, and hundreds with place value disks.</p> <p>.NBT.A. , .NBT.A. .b, .NBT.A. , MP , .Mod .AD , .Mod .AD</p>					



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. .NBT.A. .a, .NBT.A. .b, MP , .Mod .AD , .Mod .AD</p> <p>Lesson : Model numbers with more than 9 ones or 9 tens. .NBT.A. .b, MP , .Mod .AD</p> <p>Lesson : Problem solve in situations with more than 9 ones or 9 tens. .NBT.A. .a, .NBT.A. .b, MP , .Mod .AD , .Mod .AD</p>					
<p>Topic I: Compare Two Three- Digit Numbers in Different Forms</p> <p>Lesson : Compare three-digit numbers by using $>$, $=$, and $<$. .NBT.A. , MP , .Mod .AD</p> <p>Lesson : Apply place value understanding to compare by using $>$, $=$, and $<$. .NBT.A. , MP , .Mod .AD</p> <p>Lesson : Organize, count, represent, and compare a collection of objects. .NBT.A. , NBT.A. , MP , .Mod .AD , .Mod .AD</p>					



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Lesson : Compare numbers in different forms. (Optional)</p> <p>.NBT.A. , .NBT.A. , MP , .Mod .AD , .Mod .AD</p> <p>■</p>					



Grade 8

Curriculum Map

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Please note that we have discontinued the first edition of our Grades 3-5 ELA curriculum. However, this document is still relevant to support the implementation of the Grades 6-8 ELA curriculum published in 2012.

To learn more about the EL Education K-5 Language Arts Curriculum, including the 3-5 Language Arts (Second Edition) please visit our website Curriculum.ELeducation.org/Tools.

These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts

students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.ededucation.org and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Research, Decision-Making, and Forming Positions
Module Title	Finding Home: Refugees	Taking a Stand	<i>A Midsummer Night's Dream</i> and the Comedy of Control	Japanese-American Relations in WWII	The Civil Rights Movement and the Little Rock Nine	Sustainability of World's Food Supply
Description	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i> , by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of "The Golden Rule" is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their	Students read and analyze Shakespeare's <i>A Midsummer Night's Dream</i> , focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters in <i>A Midsummer Night's Dream</i> to creatively explain his or	Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese-American who was interned in a relocation camp in the United States. To build background knowledge, students read primary source documents. They contrast FDR's response to the Pearl Harbor attack in his "Day of Infamy" speech with the Japanese response in the "Fourteen-part Message." Finally, students analyze how Zamperini and Okubo faced others' attempts to make them "invisible" during their imprisonment or internment, and how Zamperini became "visible" after the war. For their culminating writing task, students write a research-	Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question "How can stories be powerful?" as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in depicting the Little Rock Nine. Students finish the	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based

	poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.	script remains true to but also veers from the original text.	her attempts to control or manipulate someone else in the play.	based narrative that tells the story of how Okubo, too, regained her life and became “visible” again.	module by choosing four photographs to lift up as key events to include in a film about the Little Rock Nine, and a song for a film soundtrack. For their final performance task, students present and justify their photograph and song choices.	process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan’s four food chains would you choose to feed the United States? Why?

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold) ¹	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL) • “Panic Rises in Saigon, but the Exits are Few,” Fox Butterfield (RI, 1200L) • “Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia’s War-Torn Capital, Bringing More Hardship, Death,” Current Events (RI, 1130L) • “The Vietnam Wars,” Tod Olson (RI, 1120L) • “Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia,” Current Events (RI, 1090L) • “People without a Land,” Scholastic Update (RI, 1080L) • “Refugee Children in Canada: Searching for Identity,” Anne Marie Fantino and Alice Colak (RI, 1050L) (excerpt) • “Meet the Kurds,” Vera Saeedpour (RI, 1030L) • “Refugees: Who, Where, and Why,” Catherine Gevert (RI, 1020L) • Til Gurung, speech at 	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i>, Harper Lee (RL, 870L) • “Those Winter Sundays,” Robert Hayden (RL poem, NL) • “Incident,” Countee Cullen (RL poem, NL) • “Solitude,” Ella Wheeler Wilcox (RL poem, NA) • “Equal Rights for Women,” Shirley Chisholm (RI, 1240L) • Excerpts from “Great Society,” Lyndon Johnson (RI, 1090L) • “Ain’t I a Woman?” Sojourner Truth (RI, 790L) • <i>To Kill a Mockingbird</i>, Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Film. 	<ul style="list-style-type: none"> • <i>A Midsummer Night’s Dream</i>, William Shakespeare (RL, NL) • “The Harvest that Never Came,” Aaron Shepard (RL Poem) • “Pyramus and Thisbe,” Thomas Bulfinch (RL, 1020L) • “The Shakespeare Shakedown,” Simon Schama (RI, 1430L) • “Shakespeare’s Universal Appeal Examined,” Jonathan Bate (RI, 1360L) • “Top Ten Reasons Shakespeare Did Not Write Shakespeare,” Keir Cutler (RI, 1230L) • “The Lure of Shakespeare,” Robert W. Butler (RI, 1160L) • <i>A Midsummer Night’s Dream</i>, directed by Michael Hoffman, 1999. Film. • <i>Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & A Midsummer Night’s Dream</i>, Peggy O’Brien, ed. (teacher resource only) 	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>, Laura Hillenbrand (RI, NL) • “The President Authorizes Japanese Relocation”: Excerpt from Executive Order [and posting] No. 9066 Posting (RI, 1550L), Exec Order (RI, 1310L) • Excerpt from the Munson Report, “The Fifth Column,” Walter Lippmann (RI, 1310L) • “Miné Okubo,” Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert (RI, 1280L) • “Day of Infamy,” Franklin D. Roosevelt (RI, 1220L) • “Fourteen-Part Message,” Japanese Foreign Ministry (RI, 1170L) • “War in the Pacific,” Edison McIntyre (RI, 1030L) • “Riverside’s Miné Okubo,” Mary H. Curtis (RI, NL) • “The Life of Miné Okubo,” EL Education (RI, 960L) • “The Report on Japanese on the West Coast of the 	<ul style="list-style-type: none"> • <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page (RI, NL) • <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas (RI, NL) • “The Editorial Position of the Arkansas Gazette in the Little Rock School Crisis,” University of Arkansas Libraries, as (RI, NL) • Jim Crow Laws,” National Park Service, as found at http://www.nps.gov/ma/lu/forteachers/jim_crow_laws.htm. (RI, 1710L) • 14th Amendment to the U.S. Constitution. (RI, 1650L) • <i>Plessy v. Ferguson</i>, Supreme Court case (RI, 1350L) • Dr. Martin Luther King, Jr., “Address to the first 	<ul style="list-style-type: none"> • “Antibiotic Debate Overview,” PBS (RI, NL) • “The Economic Impact of the Indiana Livestock Industries,” Carlos Mayan and Kevin T. McNamara (RI, 1390L) • “Genetically Engineered Crops-What, How and Why,” Pamela Ronald (RI, 1380L) • “Understanding Concentrated Animal Feeding Operations and Their Impact on Communities,” Carrie Hribar and Mark Schulz (RI, 1360L) • “Interview with an Organic Farmer,” EL Education (RI, 1330L) • “Nitrogen fertilizer is bad stuff-and not just because it could blow up your town,” Tom Laskaway (RI, 1300L) • “Food Deserts,” Betsy Dru Tecco (RI, 1250L) • “The Cultivation of Agricultural Subsidies,” PBS (RI, 1080L) • “Lunch or Junk,” Scholastic (RI, 1030L)

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	<p>Refugee Transitions’ World of Difference Benefit Luncheon, San Francisco, November 3, 2010 (RI, 1000L)</p> <ul style="list-style-type: none"> • “Town Mouse and Country Mouse,” Rachel Lehr (RI, 980L) • “Welcome to Sarajevo,” Skipping Stones (RI, 930L) • “A Place of Her Own,” Andrea Faiad (RI, 910L) • “Children of War,” Arthur Brice (RI, 855L) • “I Escaped the Taliban,” Kristin Baird (RI, 830L) • “Bosnia: The Children of War,” Colin Woodard (RI, 820L) • Transcript: “Forgotten Ship: A Daring Rescue as Saigon Fell,” Joseph Shapiro and Sandra Bartlett, NPR (RI, 750L) • “Refugee Writing on the Journey,” Karim Haidari (RI, 610L) 			<p>United States,” Curtis B. Munson (RI, 910L)</p>	<p>Montgomery Improvement Association (MIA) Mass Meeting” (Montgomery bus boycott speech), Dec. 5, 1955 (RI, 1250L)*</p> <ul style="list-style-type: none"> • Dr. Martin Luther King, Jr., “I Have A Dream” speech (RI, 1130L)* • Alexandra Lutz, “Life in the South after the Civil War” (video), Education Portal, as found at http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson. • Christian Bryant, “Video Overview: <i>Plessy v. Ferguson</i>” (video), About.com, as found at http://video.about.com/afroamhistory/Overview--Plessy-v-Ferguson.htm. • NBC News, “John Chancellor reports on the integration at Central High School,” as found at http://www.nbclearn.co 	<ul style="list-style-type: none"> • The Omnivore’s Dilemma, Young Readers’ Edition, Michael Pollan (RI, 930L) • “Birke Baehr: What’s wrong with our food system?” (Video) http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html • “Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms,” Vital Farms (video)

* These speeches are used in Unit 2. They can be found in the anthology, *Ripples of Hope: Great American Civil Rights Speeches* (teacher copy only. Recommended not required).

					m/portal/site/learn/finishing-the-dream/1957-showdown • <i>Brown v. Board of Education</i> PBS documentary video clip. http://www.youtube.com/watch?v=TTGHLdr-iak	
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a*, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry	Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RI.8.2, RI.8.3, W.8.3, W.8.4, and W.8.11b) scaffolded narrative	Character Confessional Narrative (RI.8.2, RI.8.3, W.8.3, W.8.4, W.8.9a, and W.8.11b) scaffolded narrative	Narrative Writing: Becoming Visible after Internment Presentation and Reflection (W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3) scaffolded narrative	Oral Presentation: Photograph and Song Selections (SL.8.4 and L.8.1) oral presentation	Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9 and W.8.9b) research paper

*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

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Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a) selected response and extended response	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Analyzing an Author's Argument and Text Structure (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (RI.8.1 and RI.8.9) graphic organizer with short constructed response	On-Demand Writing: Conflicting Interpretations of the 13 th and 14 th Amendments (RI.8.1 and RI.8.9) on-demand essay	Analyzing Author's Purpose in Speech and Text (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a*) graphic organizer
End of Unit 1	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response and short constructed response	Text to Film Comparison (RL.8.1, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Small Group Socratic Seminar: Making Connections Between Song Lyrics and Texts (RI.8.1 and SL.8.1) discussion (using graphic organizer as speaking notes)	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9a*, W.8.9b, SL.8.2, SL.8.2a* and SL.8.3) graphic organizer and discussion
Mid-Unit 2	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9) graphic organizer, selected response, and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RL.8.2, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Analyzing Narrative Structure and Author's Craft (RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Research Simulation (W.8.7 and W.8.8) Selected response and short constructed response

*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, RL.8.6a*, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b) scaffolded essay	Argument Essay: Controlling Others in A Midsummer Night's Dream (RI.8.2, W.8.1, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.9a, L.8.2, L.8.2a, and L.8.2b) scaffolded essay	Informational Essay and Commentary: The Invisibility of Captives during WWII (W.8.2, W.8.9, L.8.2c, L.8.3) scaffolded essay	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3) scaffolded essay	Position Speech: Which of Michael Pollan's four food chains would best feed the United States? (SL.8.4, SL.8.5, and SL.8.6) oral presentation
Mid-Unit 3	Best First Draft of "Inside Out" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, and W.8.9a) extended response	Confessional Narrative Character and Scene Selection: Justification (RL.8.1 and W.8.11b) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2 and L.8.3) on-demand narrative	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5) selected response and short constructed response	Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? (W.8.1, W.8.1a, W.8.1b, and W.8.1e) scaffolded essay
End of Unit 3	Best First Draft of "Back-Again" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Readers Theater Commentary (RL.8.2, RL.8.3, and W.8.11) extended response	Commentary on Confessional (RL.8.2, RL.8.3, W.8.11, and W.8.11b) extended response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5, L.8.5b, L.8.5c) selected response and short constructed response	On-Demand Writing: Photograph and Song Choices for a Film (W.8.1 and W.8.2) on-demand essay +	Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States? (RI.8.1, W.8.1c, W.8.1d and W.8.9) scaffolded essay and written reflection

*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

+ The end of unit 3 task for 8M3B combines both W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the performance task is (W.3) narrative writing. For teachers wishing to incorporate narrative writing with Module 8M3B, see the Unit 3 overview for suggested options.

Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

Reading Standards for Literature

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓	✓			
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓			
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓	✓			
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		✓	✓			
A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. ⁵	✓					
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		✓	✓			
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓	✓			

⁵ This is a standard specific to New York State.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					
RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁶	Integrated throughout.					
A. Self-select text to develop personal preferences. ⁷					✓	
B. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.					✓	

⁶ This is a standard specific to New York State. RL.8.11 is also specifically assessed in Modules 1 and 3a.

⁷ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.eleducation.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

Reading Standards for Informational Text

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓			✓	✓	✓
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓			
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓					
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓					
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓	✓			
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓	✓			✓
RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				✓	✓	
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						✓
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				✓	✓	
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					

Writing Standards

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓			✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			✓	✓	
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			✓	✓	
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			✓	✓	
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				✓	✓	
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			✓	✓	

E. Establish and maintain a formal style.	✓			✓	✓	
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			✓	✓	
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓	✓	✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓	✓	✓	✓		
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓	✓	✓	✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		✓	✓	✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	✓	✓	✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓	✓	✓		
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓			
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁸	✓					
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Integrated throughout.					

⁸ This is a standard specific to New York State.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Integrated throughout.					
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓					✓
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓
A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	✓	✓	✓			
B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)	✓			✓	✓	✓
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Integrated throughout.					
W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. ⁹		✓	✓			
A. Make well-supported personal, cultural, textual, and thematic connections across genres.				✓	✓	

⁹ This is a standard specific to New York State.

B. Create poetry, stories, plays, and other literary forms (e.g. videos, artwork).	✓	✓	✓			

Speaking and Listening Standards

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓	✓	
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓	✓	
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓	✓	
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓	✓	
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓	✓	
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹⁰				✓	✓	
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹¹						✓
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.						✓

¹⁰ This is a standard specific to New York State.

¹¹ This is a standard specific to New York State.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.					✓	✓
SL.8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.						✓

Language Standards

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓	✓	
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				✓	✓	
B. Form and use verbs in the active and passive voice.				✓	✓	
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				✓	✓	
D. Recognize and correct inappropriate shifts in verb voice and mood.				✓	✓	
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓	✓		
A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		✓	✓			
B. Use an ellipsis to indicate an omission.		✓	✓			
C. Spell correctly.				✓	✓	
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.				✓	✓	
A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				✓	✓	

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓					
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).						✓
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓		
A. Interpret figures of speech (e.g., verbal irony, puns) in context.		✓	✓			
B. Use the relationship between particular words to better understand each of the words.				✓	✓	
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).				✓	✓	
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓					

Year-Long Curriculum Overview: Levels K–5

		STORY OF UNITS					
		Level K Part-Part-Total	Level 1 Units of Ten	Level 2 Ten Tens	Level 3 Units of Any Number	Level 4 Fractional Units	Level 5 Fractions Are Numbers
Trimester 1	Quarter 1	Module 1: Counting and Cardinality 7 Topics 33 Lessons	Module 1: Counting, Comparison, and Addition 4 Topics 25 Lessons	Module 1: Place Value Concepts through Metric Measurment and Data • Place Value, Counting, and Comparing Within 1,000 9 Topics 38 Lessons	Module 1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 5 Topics 23 Lessons	Module 1: Place Value Concepts for Addition and Subtraction 5 Topics 24 Lessons	Module 1: Place Value Concepts for Multiplication and Division with Whole Numbers 4 Topics 20 Lessons
		Module 2: Two- and Three-Dimensional Shapes 3 Topics 16 Lessons	Module 2: Addition and Subtraction Relationships 5 Topics 23 Lessons		Module 2: Place Value Concepts through Metric Measurement 4 Topics 25 Lessons	Module 2: Place Value Concepts for Multiplication and Division 5 Topics 26 Lessons	Module 2: Addition and Subtraction with Fractions 4 Topics 17 Lessons
Trimester 2	Quarter 2	Module 3: Comparison 4 Topics 22 Lessons	Module 3: Properties of Operations to Make Easier Problems 5 Topics 26 Lessons	Module 2: Addition and Subtraction Within 200 4 Topics 27 Lesons	Module 3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 4 Topics 25 Lessons	Module 3: Multiplication and Division of Multi-Digit Numbers 6 Topics 24 Lessons	Module 3: Multiplication and Division with Fractions 4 Topics 22 Lessons
		Module 4: Composition and Decomposition 3 Topics 18 Lessons		Module 3: Shapes and Time with Fraction Concepts 4 Topics 19 Lesons			Module 4: Place Value Concepts for Decimal Operations 5 Topics 30 Lessons
Trimester 3	Quarter 3	Module 5: Addition and Subtraction 4 Topics 27 Lessons	Module 4: Comparison and Composition of Length Measurements 3 Topics 14 Lessons	Module 4: Addition and Subtraction Within 1,000 5 Topics 24 Lessons	Module 4: Multiplication and Area 4 Topics 19 Lessons	Module 4: Foundations for Fraction Operations 6 Topics 34 Lessons	Module 5: Addition and Multiplication with Area and Volume 4 Topics 28 Lessons
		Module 5: Place Value Concepts to Compare, Add, and Subtract 5 Topics 25 Lessons		Module 5: Money, Data, and Customary Measurement 3 Topics 16 Lessons			
	Quarter 4	Module 6: Place Value Foundations 4 Topics 24 Lessons	Module 6: A ributes of Shapes • Advancing Place Value, Addition, and Subtraction 6 Topics 31 Lessons	Module 5: Money, Data, and Customary Measurement 3 Topics 16 Lessons	Module 6: Geometry, Measurement, and Data 4 Topics 26 Lessons	Module 5: Place Value Concepts for Decimal Fractions 4 Topics 14 Lessons	Module 6: Foundations to Geometry in the Coordinate Plane 4 Topics 20 Lessons
	Module 6: Multiplication and Division Foundations 4 Topics 18 Lessons	Module 6: Angle Measurements and Plane Figures 4 Topics 20 Lessons					
		TOTAL: 25 Topics 140 Lessons	TOTAL: 28 Topics 144 Lessons	TOTAL: 29 Topics 142 Lessons	TOTAL: 26 Topics 145 Lessons	TOTAL: 30 Topics 142 Lessons	TOTAL: 25 Topics 137 Lessons

Trimester and quarter indicators are provided as a guide for pacing. A few optional lessons in each grade level are included in the total number of lessons. About thirty additional days are allotted at each level for assessment and responsive teaching.

Year-Long Curriculum Overview: Level 6–Algebra I

		STORY OF RATIOS			STORY OF FUNCTIONS
		Level 6 Ratios and Rates	Level 7 Ratios and Proportionality	Level 8 Ratios and Linearity	Algebra I Modeling with Functions
Trimester 1	Quarter 1	Module 1: Ratios, Rates, and Percents 5 Topics 26 Lessons	Module 1: Ratios and Proportional Relationships 3 Topics 20 Lessons	Module 1: Scientific Notation, Exponents, and Irrational Numbers 5 Topics 24 Lessons	Module 1: Expressions, Equations, and Inequalities in One Variable 4 Topics 23 Lessons
		Module 2: Operations with Fractions and Multi-Digit Numbers 6 Topics 24 Lessons	Module 2: Operations with Rational Numbers 5 Topics 26 Lessons		Module 2: Equations and Inequalities in Two Variables 4 Topics 24 Lessons
Trimester 2	Quarter 2	Module 3: Rational Numbers 4 Topics 17 Lessons	Module 3: Expressions, Equations, and Inequalities 4 Topics 23 Lessons	Module 3: Dilations and Similar Figures 4 Topics 17 Lessons	Module 3: Functions and Their Representations 4 Topics 23 Lessons
	Quarter 3	Module 4: Expressions and One-Step Equations 5 Topics 25 Lessons	Module 4: Geometry 5 Topics 26 Lessons	Module 4: Linear Equations in One and Two Variables 6 Topics 27 Lessons	Module 4: Quadratic Functions 4 Topics 27 Lessons
Trimester 3	Quarter 4	Module 5: Area, Surface Area, and Volume 4 Topics 19 Lessons	Module 5: Percent and Applications of Percent 5 Topics 24 Lessons	Module 5: Systems of Linear Equations 3 Topics 14 Lessons	Module 5: Linear and Exponential Functions 4 Topics 24 Lessons
		Module 6: Statistics 4 Topics 22 Lessons	Module 6: Probability and Populations 4 Topics 19 Lessons	Module 6: Functions and Bivariate Statistics 5 Topics 25 Lessons	Module 6: Modeling with Functions 2 Topics 7 Lessons
		TOTAL: 28 Topics 133 Lessons	TOTAL: 26 Topics 138 Lessons	TOTAL: 27 Topics 129 Lessons	TOTAL: 22 Topics 128 Lessons

Trimester and quarter indicators are provided as a guide for pacing. A few optional lessons in each grade level/course are included in the total number of lessons. About thirty additional days are allotted at each level for assessment and responsive teaching.

APPENDIX F



Intellectual Preparation Meetings

We know that what teachers know and can do is the most important influence on what students learn. We also know that teachers are the greatest intellectual assets in our school. Intellectual Planning Meetings (IP meetings) are aimed at improving teaching and learning, and creating a platform for teacher collaboration. These meetings are designed intentionally to support our philosophy that the quality of teacher's intellectual planning and preparation has a significant impact on student achievement. IP meetings will serve to leverage the power and efficiency of the group in planning context, allow leaders to spend more time in classrooms and give teachers a platform to share best practices and build expertise in the content they will teach.

There are four types of IP Meetings. The implementation and sequencing of these meetings will depend on the content of each unit and the needs of each teacher team. Each of these meetings is outlined in this manual.

- Unit Studies
- Planning/Lesson and Assessment Studies
- Lesson Debriefs and Teachbacks
- Data Meetings: Group Results & Student Work

UNIT STUDIES

Overview: A Unit Study is a team meeting designed to support teacher's intellectual preparation for upcoming content. Unit Studies occur prior to the launch of a unit and are designed to engage adults in an academic discussion about the big ideas of the unit and where the content along with associated standards fit into the progression of learning.

Rationale: A teacher's knowledge, preparation and passion for the content that they teach is directly linked to our scholars' engagement and achievement. Engaging in thoughtful preparation and academic discussions about the content of units in advance of their launch will allow teachers to deepen their content knowledge and improve planning for their section(s). Additionally, discussing the progression of learning as related to the mastery of standards will further the group's ability to move scholars along this progression.

Process: The general structure of a unit study meeting is as follows:

<i>Before the meeting:</i>	<p>The team's facilitator plans for the session and sets expectations for participant preparation including:</p> <ul style="list-style-type: none">➤ Reading a scholarly article or document that explores the topic of the unit➤ Familiarizing themselves with the standards and how they are assessed➤ Understanding what the unit will demand that the scholars know, understand, and do
<i>During the meeting:</i>	<p>Teachers engage in a lively conversation and analysis of the content of the upcoming unit. The conversation centers on the big ideas of the texts or topics being explored in the unit and how those concepts fit in a larger trajectory of learning. The focus of the unit study is on adult learning in relation to the content and how students come to understand it.</p>
<i>After the meeting:</i>	<p>The team returns to the content of the unit in a variety of ways including participating in more detailed studies of lessons, assessments, student work, and in honing teaching skills and practices associated with this unit.</p>

PLANNING/LESSON AND ASSESSMENT STUDIES

Overview: A planning and assessment study is a team meeting designed to support the development of upcoming lessons. Planning and assessment studies occur prior to the lessons being implemented. Teachers use their knowledge of the content, knowledge of their scholars' performance on the relevant or related topic, and any relevant assessments, to collaboratively prepare to teach or to improve the existing plans. The team engages in an anticipatory and action-oriented discussion about the intended learning during the lesson using the lesson materials. This includes selecting the most worthwhile questions to ask, tasks to pose, potential misconceptions to rectify, and evaluating exemplary student responses to tasks/questions/prompts. Planning and assessment studies can be used to plan an upcoming lesson, workshop a pre-written lesson, analyze an upcoming assessment, align lesson plans to an upcoming assessment, or to prepare content for an upcoming lesson.

Rationale: Engaging in collaborative development of lesson plans will allow teachers to prepare and deliver high-quality lessons. The quality of student work will improve because teachers will develop a common standard for it. Teacher readiness to address anticipated misconceptions in lessons will increase due to collaborative discussion about what the misconception reveals. Purposeful materials and visual aids will clarify and support content. Planning and assessment studies will allow teachers to hone goals for student learning and gather the group's knowledge about how to support scholars on their way to the goal.

Process: The general structure of a planning and assessment study meeting is as follows:

<i>Before the meeting:</i>	<p>The team's facilitator plans for the session by:</p> <ul style="list-style-type: none">➤ Understanding how the assessments are derived from standards➤ Connecting the assessments to the unit content and evaluating any instructional gaps➤ Studying the lesson plans to ensure mastery of content <p>The team's facilitator sets expectations for participant preparation including:</p> <ul style="list-style-type: none">➤ Studying the lesson plan
<i>During the meeting:</i>	<p>The team studies the assessment or lesson plan. In a lesson plan preparation meeting, teachers explore probing questions to ensure mastery of content, student work expectations and materials. In a lesson plan revision meeting, they discuss, adapt, and improve the goals of the lessons, the tasks in the lessons, the questions/prompts in the lesson, and/or the lesson materials. In an assessment preview, teachers study an upcoming assessment in order to gauge student needs to inform upcoming instruction.</p>
<i>After the meeting:</i>	<p>The team executes the plans and collects data on the effectiveness of the lessons. They use gathered data to amend future plans and to inform further meetings.</p>

LESSON DEBRIEFS AND TEACHBACKS

Overview: A "teach-back" is an iterative team activity designed to support the development of teaching practice. Teach-backs are a method of preparation where a group of teachers take turns practicing the delivery of a specific portion of a lesson. Teachers give one another feedback. The second round of practices focuses on implementing feedback. A teach-back can be used before a lesson is implemented, or after a lesson was found to be unsuccessful and must be revised. Teach-backs can be done with a group of teachers as observers and mock-students, or in a classroom.

Rationale: A teacher has to make hundreds of decisions while implementing a lesson and will often encounter responses or challenges in learning that they did not anticipate. The iterative process of practice inherent in a teach-back protocol allows the teacher to feel more prepared for a range of possible student responses and challenges. Teach-backs are especially helpful for teachers in preparing to address misconceptions. Knowing how to "unstick" a child through prompting or questioning will allow teachers to support scholar understanding at a higher level. Teach-backs are also useful for sharpening an instructor's clarity, questioning, engagement, pacing, and classroom management. A teach-back allows teachers to practice doing something well before they do in the classroom, thus increasing the likelihood of actually doing it well.

Process: The general structure of a lesson debrief and teach back meeting is as follows:

<i>Before the meeting:</i>	<p>The team's facilitator plans for the session by:</p> <ul style="list-style-type: none">➤ Using data to identify the focus of the upcoming teach-back session (i.e., a portion of a lesson) <p>The team's facilitator sets expectations for participant preparation including:</p> <ul style="list-style-type: none">➤ Studying the lesson plans and unit guides, and being prepared to teach a lesson
<i>During the meeting:</i>	<p>The team practices the identified portion(s) of the lesson and engages in a discussion about feedback regarding implementation of the lesson, using a teach-back protocol (can be modified). The purpose of this session is to practice the content and unravel practical, potential obstacles for teaching.</p>
<i>After the meeting:</i>	<p>The team applies learning to the upcoming lessons and collects data on the effectiveness of implementation. A teach-back follow up can be done the following week to help teachers reflect on their practice.</p>

DATA MEETINGS: GROUP RESULTS

Overview: Hebrew Public has a strong commitment to data driven instruction and formative assessment. One type of collaborative data meeting focuses on non-interim assessments. Teams focus on the formative use of results in a more abbreviated fashion in order to quickly analyze non-interim assessments, formulate targeted actions, and to quickly apply targeted instructional improvements. The second type of meeting around student work is discussed subsequently.

Rationale: Formative analysis of student performance on assessments is essential to leverage the opportunities in upcoming instruction to address misconceptions and progress towards proficiency in standards. A grade team's use of a shorter formative cycle has the potential to ensure that standards that are not being explicitly explored in upcoming curricula are integrated in upcoming instruction. When standards are explicitly paced in upcoming units, the group results protocol serves to identify the opportunities to return to misconceptions or gaps in learning. Holding more frequent group results protocols shortens the loop on data driven instruction and gives teams concrete actions to address needs.

Process: The general structure of a group results data meeting is as follows:

<i>Before the meeting:</i>	<p>The team's facilitator plans for the session by:</p> <ul style="list-style-type: none">➤ Analyzing the data across classrooms to evaluate instructional strengths and growth areas, including gaps in curricular content and instructional practices <p>The team's facilitator sets expectations for participant preparation including:</p> <ul style="list-style-type: none">➤ Scoring, collection, and scanning of all relevant data➤ Analyzing data to evaluate instructional strengths and growth areas
<i>During the meeting:</i>	<p>The team uses a protocol to evaluate data. The focus of this session is to allow teachers to identify instructional strengths and issues, share best instructional practices around specific standards, as well as identify amendments or adjustments needed to upcoming curriculum.</p>
<i>After the meeting:</i>	<p>The team implements instructional and curricular adjustments to raise the level of achievement.</p>

DATA MEETINGS: STUDENT WORK

Overview: Hebrew Public has a strong commitment to data driven instruction and formative assessment. As aforementioned, one type of collaborative data meeting focuses on non-interim assessments. The second type of collaborative data meeting focuses on student work. The work for this second meeting can be from an assessment or from a task assigned during a unit or module. Using a given focus, prompt, or relevant parameters, the participants analyze the student work and generate observations about trends and issues in the work that can drive planning for instructional improvements. Facilitators guide the group to identify concrete actions in the form of changes and improvements to upcoming instruction based on this rich, qualitative data.

Rationale: The process of collaboratively analyzing student work and creating instructional action plans based on the work has many benefits. Two of the main benefits are for establishing a consistent expectation for high-quality student work and for identifying and addressing key performance issues in student understanding. Through the collaborative planning process that will precede the student work protocol (unit studies, planning and assessment studies, teach-backs, etc.), teachers will be able to hone what they are looking for in student performance. And, through studying the results of this preparation, the team will be able to analyze the effectiveness of their instruction and plan for adjustments. When this process takes place as a group, teachers can look closely at the performance of students in other classes and share best practices that have led to certain levels of academic progression. Through identifying performance issues in student work and building action plans to address those issues, the team of teachers, including the facilitator, builds mutual accountability to take formative action.

Process: The general structure of a student work data meeting is as follows:

<i>Before the meeting:</i>	<p>The team's facilitator plans for the session by:</p> <ul style="list-style-type: none">➤ Analyzing the student work across classrooms to evaluate instructional strengths and growth areas, including gaps in curricular content and instructional practices➤ Selecting the student work to be studied based on teacher needs and student data➤ Crafting a focus question to guide the study of the work to address teacher needs <p>The team's facilitator sets expectations for participant preparation including:</p> <ul style="list-style-type: none">➤ Scoring, collection, and scanning of all relevant data➤ Analyzing student work samples
<i>During the meeting:</i>	<p>The team engages in study of student work. The focus of this session is to deeply evaluate student strategies, to determine foundational gaps in understanding, and to define group and individual actions to improve instruction.</p>
<i>After the meeting:</i>	<p>The team implements actions for remediation and actions to improve instruction. They engage in further analyses of student work after the session.</p>

Before Meeting	Indicators of Planning	Notes
Purpose	<input type="checkbox"/> Establish clear, reasonable and relevant meeting objectives grounded in data that contributes to improvement of teaching and learning. <input type="checkbox"/> Research content under study to ensure expertise as a leader. <input type="checkbox"/> Design meeting processes (i.e. protocols and activities) <input type="checkbox"/> which align to meeting objectives and can be completed within the given timeframe. <input type="checkbox"/> Select inclusive group processes that honor individuals' different learning and participation styles. <input type="checkbox"/> Script open-ended questions to generate ideas on topic. <input type="checkbox"/> Assign roles based on needs of the group. <input type="checkbox"/> Establish connection between the work of this meeting and other meetings in the series. <input type="checkbox"/> Develop materials that will enhance the meeting objective. <input type="checkbox"/> Incorporate feedback from previous meetings.	
Preparation	<input type="checkbox"/> Organize materials to support clarity and efficiency. <input type="checkbox"/> Organize space to support meeting activities and team building. <input type="checkbox"/> Ensure participants know with sufficient notice the purpose of meeting, the agenda, their roles and how they must prepare in order to actively participate in the meeting activities.	
During Meeting	Observable Criteria	Notes
Group Culture/ Development	<input type="checkbox"/> Focus group on application of group norms to establish and maintain trust and productivity. <input type="checkbox"/> Acknowledge contrasting perspectives/opinions and	

	<p>embrace productive dissonance to help the group find win-win solutions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> When necessary, intervene with individuals and groups to support conflict resolution without taking control of the situation. <input type="checkbox"/> Help individuals and groups reflect on processes and experiences and capture relevant learning. 	
Group Involvement	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage and generate participative discussion in groups. <input type="checkbox"/> Draw out others' opinions in an objective and nonjudgmental manner. <input type="checkbox"/> Encourage contributions from all group members. <input type="checkbox"/> Ensure each participant leaves the meeting with a clear understanding of next steps. 	
Presentation Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Help stimulate creative thinking through brainstorming, shaping powerful and strategic questions, and other idea-generation processes. <input type="checkbox"/> Record group ideas in ways that allow participants to see and build upon ideas. <input type="checkbox"/> Use active listening skills including paraphrasing, summarizing, making connections, reflecting, and questioning. <input type="checkbox"/> Stimulate consideration of alternatives before committing to a course of action. <input type="checkbox"/> Balance the needs of the group with the objectives of the meeting. <input type="checkbox"/> Focus and refocus group on common goals and tasks. <input type="checkbox"/> Promote actions and outcomes through agreement. 	
After Meeting	Observable Criteria	Notes

Observation & Follow Up	<ul style="list-style-type: none"> <input type="checkbox"/> Document and circulate actions and outcomes. <input type="checkbox"/> Promptly observe implementation of meeting content and provide timely feedback to strengthen implementation. <input type="checkbox"/> Stimulate ongoing discussion to develop participants' understanding on meeting topics by generating follow up questions. <input type="checkbox"/> Collect data to assess progress and inform the topic of the next session(s). <input type="checkbox"/> Discuss application of group norms with individual teammates as necessary. <input type="checkbox"/> Ensure all participants (including absent teammates) complete assigned actions. <input type="checkbox"/> Archive session materials and circulate to key stakeholders. 	
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CHEAT SHEET: When to Use Different IP Meetings

Common Needs:	Potential IP Supports:
<p>If teachers need support at arriving at the level of rigor required by the standard and tasks</p> <p><u>Example:</u> Classroom instruction and the expectations for the task or activity focuses on low level or discrete skill instruction</p>	<ul style="list-style-type: none"> • Try...An unit unpacking with significant time dedicated to understanding performance on standards or, • An assessment study that deeply explores what exemplary student work looks like.
<p>If teachers need support with questioning</p> <p><u>Example:</u> Teacher questioning is leading, unclear and/or limits student thinking and intellectual ownership</p>	<ul style="list-style-type: none"> • Try...A teach-back focused on questioning or, • A lesson study that focuses on developing least to most supportive questions.
<p>If teachers need support with their own understanding of the content</p> <p><u>Example:</u> A teacher is not yet familiar or has their own misconceptions about the lesson topic or the standard</p>	<ul style="list-style-type: none"> • Try...A unit unpacking with a focus on conceptual understanding of the content and the foundational standards from previous grade levels or, • A 1:1 with a teacher focused on the concept in question focused on building their knowledge.
<p>If teachers need support because students are struggling to make connections in the lesson or getting strong student thinking expressed in multiple modalities</p> <p><u>Example:</u> Students are only expressing their understanding in one modality, such as verbally, but are not getting to another modality such as writing or in math are expressing their work pictorially but not getting to numbers and equations</p>	<ul style="list-style-type: none"> • Try...A lesson study focused on the criteria for success where exemplary work is reviewed or, • A lesson study that focuses on pacing or, • A teach-back focused on modeling and stating the expectations of work products.

<p>If teachers need support using data and addressing misconceptions</p> <p><i>Example:</i> Teachers are solid to strong at teaching to the lesson objective but are not planning or teaching towards the needs of students who struggle or have misconceptions</p>	<ul style="list-style-type: none"> • Try... A data meeting and use a student work protocol that identifies misconceptions and has teachers create scaffolds or supports.
<p>If teachers need support “stamping” learning/teaching for transfer</p> <p><i>Example:</i> The teachers are running well-designed and goal-driven lessons but are not pushing for explicit big ideas or conjectures</p>	<ul style="list-style-type: none"> • Try...A teach-back focused on prompting for big ideas or conjectures.
<p>If teachers need support because students have an access issue</p> <p><i>Example:</i> A significant number of students struggle to decode in ELA or fluently multiply when that is appropriate for the grade level</p>	<ul style="list-style-type: none"> • Try...A lesson study focused on differentiation or, • A teach-back that focuses on teachers practicing metacognition about the task

GR03 MATH IP MEETING AGENDA**Date:** August 29th **Time:** 9:35 - 10:15am **Location:** 301**Topic:** Unit Unpacking**Attendees:** 3rd Grade Team**Facilitator:** Sabrina **Note taker:** Chelly **Time keeper:** Emily**Meeting Objectives:**

- Identify and unpack the CCSS addressed in this unit.
- Identify and discuss the goal(s) of the unit and where it fits in the learning progression.
- Determine big ideas and essential understandings by solving and analyzing tasks.
- Identify common misconceptions and determine how to address them with scholars.

To prepare for this meeting, please:

- Preview Gr 3 Module 1 Overview
- Study the standards addressed in the lesson by reading the Common Core Math Companion pages associated with 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5 & 3.OA.7

Time	Minutes	Activity
9:35 - 9:40	5 min	Opening: <ul style="list-style-type: none">• Review Shared Norms• Module Overview.<ul style="list-style-type: none">◦ Preview Table of Contents: What do you notice about the trajectory of the unit?
9:40 - 9:55	15 min	Identify the goals of this module and unpack the CCSS addressed in this unit. <ul style="list-style-type: none">• What CCSS are addressed in this unit?• What do they mean? Why are they important?• What evidence in student talk or student work, will prove this understanding?
9:55 - 10:05	10 min	Analyze tasks to identify strategies and misconceptions. <p>What do scholars need to know, understand, and do in order to be successful at the task?</p> <ul style="list-style-type: none">• What do we want to hear and see from scholars when solving the task?• What questions should be posed to students?• What types of misconceptions may we see? How can we address them?
10:05 - 10:12	7 min	Identify where this module fits in the learning progression. <ul style="list-style-type: none">• How does this relate to what has already been learned in 2nd grade?• Where will this understanding take them in the learning progression?
10:12 - 10:15	3 min	Feedback (+ and Δ) <ul style="list-style-type: none">• What worked for your learning today? What can be changed for our next unit unpacking?

APPENDIX G

ELA/Humanities

Kindergarten-Grade 2		
Instructional Activity	General Timing	Purpose
Core Reading (Expeditionary Learning)	60 minutes	<ul style="list-style-type: none">● Learn and apply grade level reading, writing, speaking and listening NYSELS● Hear fluent expressive reading● Comprehensive Language Arts Proficiency● Integration of Compelling Real-World Content● Development of Critical Content Knowledge● Focus on Topics in Science, Social Studies, or Literature● Meaningful Connection between Language Arts and Real-World Subjects● Holistic Approach to Reading and Language Skills● Enhanced Engagement through Compelling Topics● Write, revise, and polish authentic pieces in varied genres for audiences beyond the teacher.● Write to learn (as a way of putting their emerging thinking on paper)
Small Group Reading (<i>Geodes</i>)	30 minutes	<ul style="list-style-type: none">● Targeted small-group reading instruction and feedback, so students can successfully process texts with increasing levels of complexity● Independent word work rotations include opportunities for students to practice decoding skills and phonemic awareness in hands-on activities and through Geode Reading● Students also practice independent reading.● Apply phonics skills and build enduring knowledge and cultivate a deep learning experience
Foundation Reading Skills Focus (<i>Foundations</i>)	30 minutes	<ul style="list-style-type: none">● Structured literacy approach to foundational skills grounded in the Science of Reading● Systematic, cumulative, explicit, diagnostic, and integrated approach, allowing students to

		<p>experience greater gains in the skills required for independent reading and spelling</p> <ul style="list-style-type: none"> ● Students learn to decode words rapidly and with fluency ● Students are engaged in a fun and fast approach to phonics-reading instruction
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Grades 3-8			
Instructional Activity		General Timing	Purpose
Core Reading (Expeditionary Learning)		60 minutes	<ul style="list-style-type: none"> ● Learn and apply grade level reading, writing, speaking and listening NYSLS ● Hear fluent expressive reading ● Comprehensive Language Arts Proficiency ● Integration of Compelling Real-World Content ● Development of Critical Content Knowledge ● Focus on Topics in Science, Social Studies, or Literature ● Meaningful Connection between Language Arts and Real-World Subjects ● Holistic Approach to Reading and Language Skills ● Enhanced Engagement through Compelling Topics ● Write, revise, and polish authentic pieces in varied genres for audiences beyond the teacher. ● Write to learn (as a way of putting their emerging thinking on paper)
Small Group Reading (<i>Just Words/LLI</i>)		45 minutes	<ul style="list-style-type: none"> ● Practice reading comprehension ● Build vocabulary ● Develop effective spelling strategies. ● Explore grammar and sentence structure. ● Improve reading fluency through exercises. ● Enhance word recognition for efficient

			reading. <ul style="list-style-type: none"> ● Apply skills to reading and writing tasks. ● Transfer acquired skills to real-world scenarios.
Reading Skills Focus (<i>Close Reading</i>)		30 minutes	<ul style="list-style-type: none"> ● Engage with genre as an entry point for learning. ● Utilize a variety of strategies to unpack complex texts at or above grade level. ● Attend to both essential meaning and author's craft. ● Participate in shared experiences with teachers. ● Apply the learned method independently to a new text. ● Hone the ability to confidently tackle any text.

Math

Kindergarten-Grade 5		
Instructional Activity	General Timing	Purpose
Core Math (Eureka)	60 minutes	<ul style="list-style-type: none"> ● Mastery of Grade-Level NGLS Math Content ● Proficiency in Aligned Fluency Routines ● Skill Development through High-Quality Tasks ● Active Participation in Problem Sets and Class Discussions ● Exploration of Mathematical Concepts through Models ● Peer Learning Opportunities in Facilitated Discussions ● Reinforcement of Learning through Extended Application ● Regular Practice to Solidify Mathematical Skills
Math Problem Solving (<i>Number Stories</i>)	30 minutes	<ul style="list-style-type: none"> ● Natural Problem-Solving Skills Development ● In-Depth Understanding of Real-World Math Problems ● Articulation of Personal Reasoning and Strategies ● Peer-to-Peer Discussion of Varied Problem-

		<p>Solving Methods</p> <ul style="list-style-type: none"> ● Exploration of Key Algebraic and Number Concepts ● Enhanced Analytical Thinking and Critical Reasoning ● Increased Comfort and Confidence in Mathematical Discussions ● Application of Strategies to Solve Diverse Math Problems
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Grades 6-8		
Instructional Activity	General Timing	Purpose
Core Math (Eureka)	45 minutes	<ul style="list-style-type: none"> ● Mastery of Grade-Level NGLS Math Content ● Proficiency in Aligned Fluency Routines ● Skill Development through High-Quality Tasks ● Active Participation in Problem Sets and Class Discussions ● Exploration of Mathematical Concepts through Models ● Peer Learning Opportunities in Facilitated Discussions ● Reinforcement of Learning through Extended Application ● Regular Practice to Solidify Mathematical Skills

Instructional Strategies

Subject	Description
Morning Meeting	<p>Description: The Responsive Classroom approach, which Morning Meeting is a component of, is designed to create classrooms that are responsive to children’s physical, emotional, social and intellectual needs through developmentally appropriate educational experiences. Morning Meeting provides opportunities to practice social and emotional skills, and improves emotional support and classroom organization.</p> <p>Morning Meeting Outcomes/Skills The use of the Responsive Classroom approach leads to the following social and emotional outcomes: Growth in students’ pro-social skills and assertiveness Students feel more positive about school Students are willing to try new things Teachers feel more positive about teaching and closer to their students Improved academic performance and fewer behavioral problems</p> <p>Curriculum: Responsive Classroom Assessment: N/A</p>
<p style="text-align: center;">ELA</p> <p>Our ELA program focuses on developing students who have a love of reading, are analytic readers and writers, and can express themselves creatively and argumentatively through their writing.</p>	
Foundations	<p>Description: Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices. Daily phonics lessons with Wilson’s Foundations, explore the study of sounds, consonants, vowels, and rhyming. All students in K-2 will receive Foundations in order to build foundational reading skills.</p> <p>Foundations Outcomes/Skills Phonemic Awareness Development Phonics Proficiency Vocabulary Growth Fluency Building Strong Spelling Skills Improved Reading Comprehension Increased Confidence in Reading Transferable Literacy Skills</p> <p>Curriculum: Wilson’s Foundations Assessment: Unit tests</p>
Expeditionary Learning	<p>Description: The EL Education Language Arts curriculum is a comprehensive, research-informed, core language arts program that encompasses compelling, real world content. At HP we use EL as our core reading curriculum to build important content knowledge based on a compelling topic related to science, social studies, or literature.</p> <p>Expeditionary Learning Outcomes/Skills: Comprehensive Language Arts Proficiency Integration of Compelling Real-World Content Development of Critical Content Knowledge</p>

	<p>Core Reading Curriculum Utilization</p> <p>Focus on Topics in Science, Social Studies, or Literature</p> <p>Meaningful Connection between Language Arts and Real-World Subjects</p> <p>Holistic Approach to Reading and Language Skills</p> <p>Enhanced Engagement through Compelling Topics</p> <p>Curriculum: Expeditionary Learning</p> <p>Assessment: Unit tests, end of module tests</p>
<p style="text-align: center;">Math</p> <p>Our mathematics program focuses on creating young mathematicians who are problem solvers, have a solid foundation in number fluency, and can explain and justify their thinking as well as critique the reasoning of others.</p>	
Eureka	<p>Description:</p> <p>The 60-minute block structure ensures fidelity to Eureka Math: A Story of Units, while providing routine time for responsive instruction to meet all students’ needs. Students learn grade-level content, as defined by the CCSS, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Ongoing facilitated discussions offer students the opportunity to learn from their peers’ thinking. Students solidify their learning through extended application, practice of mathematics and the lesson debrief.</p> <p>Eureka Outcomes/Skills</p> <p>Mastery of Grade-Level CCSS Math Content</p> <p>Proficiency in Aligned Fluency Routines</p> <p>Skill Development through High-Quality Tasks</p> <p>Active Participation in Problem Sets and Class Discussions</p> <p>Exploration of Mathematical Concepts through Models</p> <p>Peer Learning Opportunities in Facilitated Discussions</p> <p>Reinforcement of Learning through Extended Application</p> <p>Regular Practice to Solidify Mathematical Skills</p> <p>Curriculum: Eureka</p> <p>Assessment: Unit tests, end of module tests</p>
Number Stories	<p>Description:</p> <p>Cognitively-guided instruction (CGI) provides the opportunity for students to build upon and discuss their natural problem-solving strategies. Students spend the entire 30 minute block studying a math problem in a real-world context. Then, they explain their own reasoning and strategies with their peers. Through strategic selection of strategies students are able to compare and explore different methods of solving while also discussing key algebraic and number goals.</p> <p>Number Stories Outcome/Skills</p> <p>Natural Problem-Solving Skills Development</p> <p>In-Depth Understanding of Real-World Math Problems</p> <p>Articulation of Personal Reasoning and Strategies</p> <p>Peer-to-Peer Discussion of Varied Problem-Solving Methods</p> <p>Exploration of Key Algebraic and Number Concepts</p> <p>Enhanced Analytical Thinking and Critical Reasoning</p> <p>Increased Comfort and Confidence in Mathematical Discussions</p> <p>Application of Strategies to Solve Diverse Math Problems</p>

	<p>Curriculum: Released test items from Math NYSE</p>
<p style="text-align: center;">Science</p> <p>Our science program provides an authentic, grounded approach to increasing student achievement in science. We use the Science Dimensions program for K-8 science.</p>	
Science	<p>Description: Students will explore life science, physical science, earth science and the human body. The science curriculum is aligned to the NGLS and allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners.</p> <p>Science Outcomes: Comprehensive Scientific Exploration: Covering life science, physical science, earth science, and the human body. Alignment with Standards: Aligned with Next Generation Learning Standards (NGLS) for educational consistency. Interdisciplinary Connections: Building links between science and technology. Societal Relevance: Exploring impacts on community health, population, natural resources, and global challenges. Global Perspective: Addressing natural and human-induced hazards with a focus on environmental sustainability. Foundation for Citizenship: Developing conscientious and service-oriented learners. Holistic Health Integration: Connecting science with technology and societal impacts to health.</p> <p>Curriculum: Houghton Mifflin Science Dimensions Assessments: Unit Tests</p>
<p style="text-align: center;">Modern Hebrew</p> <p>In Hebrew, students engage in meaningful interactions in the language, developing their speaking and comprehension skills. In just a short time, students are able to understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and are able to communicate in Hebrew in more sophisticated ways. Hebrew is usually taught by native speakers, who only speak to their students in Hebrew.</p>	
Hebrew	<p>Description: Students learn speaking, listening, reading and writing in Hebrew. Hebrew lessons are based on the proficiency approach and are taught only in Hebrew. They are highly interactive, involving movement, song, art and other forms of expression.</p> <p>Hebrew Student Outcomes/Skills: Proficiency in Speaking, Listening, Reading, and Writing in Hebrew Utilization of Proficiency Approach in Hebrew Lessons Exclusive Instruction in Hebrew Language Highly Interactive Learning Environment Integration of Movement, Song, Art, and Expression Holistic Language Learning Experience Development of Multi-modal Communication Skills Cultivation of Cultural and Linguistic Competence</p> <p>Curriculum: Hebrew Public created curriculum Assessment: MOPI and STAMP</p>

Specials

Students have the opportunity to learn about music, art, or dance in addition to physical education.

Physical Education	Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of physical education and is developed through both partner and group activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more.
The Arts	To access the full potential of arts education, the school provides focused instruction on particular art subjects and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction is integrated into our music and arts education.

Sample SIOP Strategies and ML Supports by Level

Beginning MLs: We will utilize/implement/provide:

Visual Supports: Use visuals, diagrams, charts, and manipulatives to help students understand mathematical concepts without relying solely on language. Label visuals with key vocabulary words in both the students' native language and English.

Modeling and Gestures: Demonstrate problem-solving processes aloud, using clear and simple language. Use gestures and physical movements to illustrate mathematical ideas.

Language Frames: Provide sentence frames and starters to help students construct mathematical explanations (e.g., "The total is ____ because ____").

Scaffolded Questions: Ask yes/no or choice questions to help students begin participating in mathematical discussions.

Early Intermediate MLs: We will utilize/implement/provide:

Structured Talk: Encourage pair or group work where students can discuss mathematical problems in their native language and then share in English. Use think-pair-share activities to give students time to formulate their thoughts before speaking.

Vocabulary Development: Focus on key mathematical vocabulary and phrases, using word walls and interactive activities to reinforce them. Teach vocabulary explicitly, using context and examples to clarify meanings.

Interactive Activities: Incorporate games, puzzles, and interactive math activities that promote language use and mathematical reasoning. Use math journals where students can write about their problem-solving processes with the help of sentence starters.

Language Functions: Teach specific language functions related to math, such as comparing, explaining, and justifying. Practice these functions through role-playing and collaborative problem-solving tasks.

Intermediate MLs: We will utilize/implement/provide:

Rich Language Tasks: Engage students in more complex tasks that require explaining their reasoning, such as word problems and open-ended questions. Use projects and presentations that combine mathematical content with language practice.

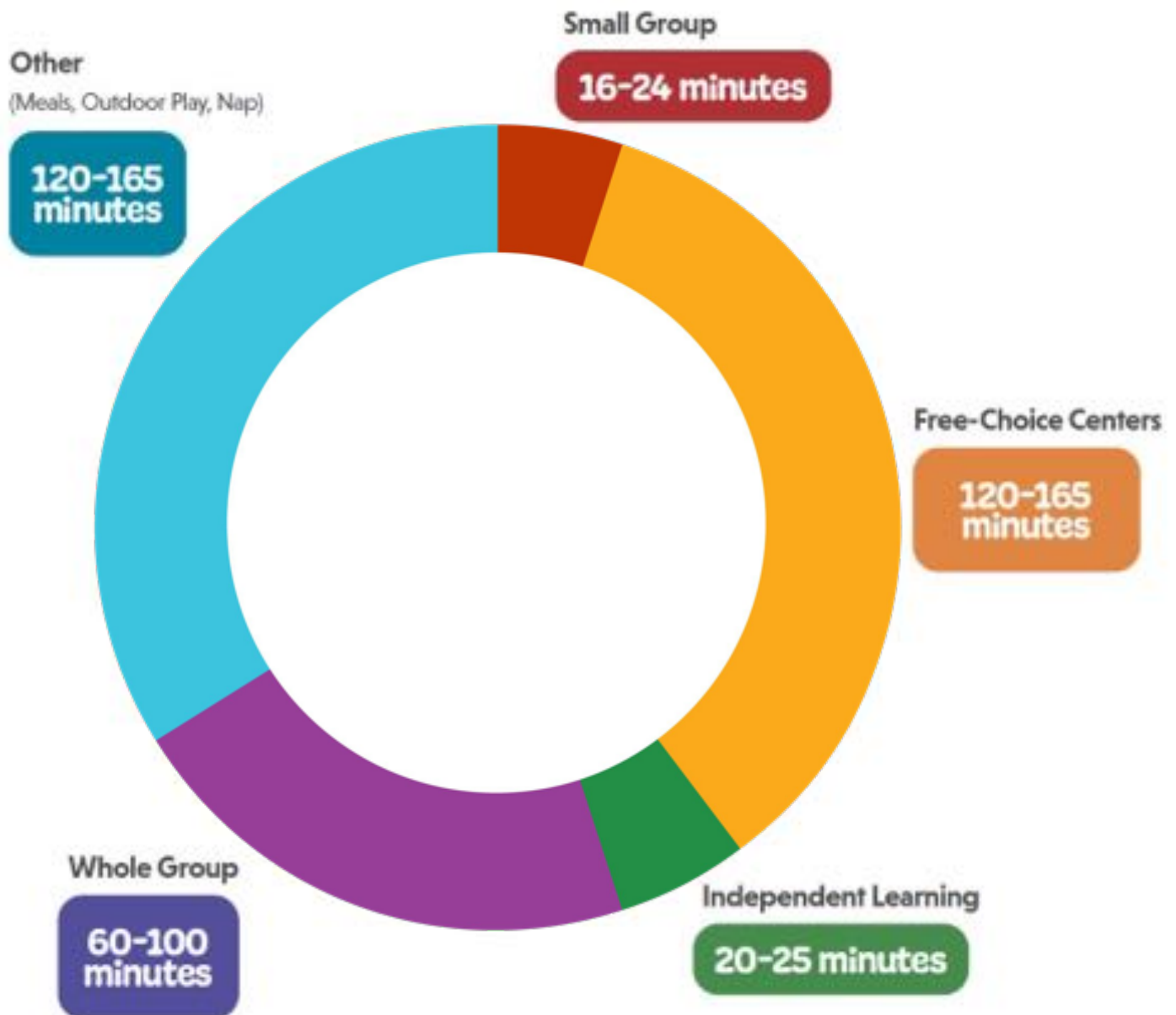
Collaborative Learning: Facilitate group projects where students take on different roles, promoting both mathematical and language skills. Encourage peer teaching, where students explain concepts to each other.

Academic Language Development: Teach academic language explicitly, focusing on phrases and structures used in mathematical explanations and justifications. Integrate academic language practice into all aspects of math instruction.

Formative Assessment and Feedback: Use formative assessments to gauge students' understanding and language use, providing targeted feedback. Encourage self-assessment and peer feedback to promote language awareness and accuracy.

The Every Child Ready Day

Classrooms using the Every Child Ready curriculum can create their optimum schedule using the Every Child Ready Platform. The ECR daily schedule provides balanced opportunities for children to learn in small groups, whole group, and individually. Schools can customize their schedules by selecting components and time lengths within the ECR Platform.



The Every Child Ready Daily Components

Component	Description	Time Range
Morning Meeting	Children are welcomed by peers and teachers. Includes community-building, an advanced organizer for the day, and one academic skill.	10-15 minutes
Centers Meeting	Centers Meeting highlights available Centers, transitions children to free-choice Centers, and draws attention to prosocial behavior or pre-corrections.	3-5 minutes
Free-Choice Centers	Centers are free-choice learning areas focused on unit themes. ECR recommends having Centers twice each day. Centers can include time for intervention support.	60-90 minutes
Small Groups	Small Groups are 8-12 minute lessons for target skills that take place two times each day. Lessons use modeling, guided practice, and checks for understanding.	8-12 minutes
Read Aloud	Read Alouds happen twice each day. Morning Read Alouds focus on math and social-emotional books. Afternoon Read Alouds focus on narrative fiction and nonfiction books.	15-25 minutes
Question of the Day	Question of the Day supports the integration of a skill with a thematic unit topic, such as interpreting and discussing a bar graph of how each child arrived at school.	3-5 minutes
Journal	Dedicated time for children to use written expression. This component includes modeling, conferencing, and Author's Chair.	15-25 minutes
Learning Lab	Learning Lab explores science and engineering content, while reinforcing the eight STEM practices. Social-emotional learning and writing are integrated.	15-20 minutes
Gross Motor	Gross Motor supports balance, coordination, and social-emotional learning through movement and games.	8-10 minutes

The Every Child Ready Schedule



Recommended Full Day Schedule

8:00-8:25	Breakfast Limited Centers
8:25-8:30	Transition
8:30-8:40	Morning Meeting
8:40-8:45	Centers Meeting)
8:45-10:15	Centers and Small Groups
10:15-10:20	Transition
10:20-10:40	Read Aloud
10:40-11:00	Journaling
11:00-11:05	Transition
11:05-11:35	Outside Play
11:35-1:05	Lunch Nap
1:05-1:15	Gross Motor)
1:15-1:20	Question of the Day
1:20-1:35	Read Aloud
1:35-1:40	Centers Meeting
1:40-3:05	Centers and Small Groups
3:05-3:25	Learning Lab



Recommended Half- Day Schedule

8:00-8:45	Breakfast Limited Centers
8:45-8:50	Transition
8:50-9:00	Morning Meeting
9:00-9:20	Read Aloud
9:20-9:25	Centers Meeting
9:25-11:30	Centers and Small Groups AM and PM
11:30-11:35	Transition Question of the Day
11:35--11:50	Read Aloud
11:50-12:00	Journaling or Learning Lab

Class/Teacher: _____

Date: _____

Preparation & Set-up	Observable Criteria	Notes
An appropriately difficult story problem is selected (or written) based on scholars' previous cognition (thinking and understanding).	<input type="checkbox"/> Problem type is likely to be solved successfully and is difficult enough to encourage further learning. (This is a worthwhile and appropriate next problem.) <input type="checkbox"/> Number sizes are within scholars' current counting proficiencies and large enough to support an appropriate level of difficulty. <input type="checkbox"/> Context is realistic and familiar. <input type="checkbox"/> Wording is simple and clear.	
Teacher does the intellectual work of preparing for the lesson using the Anticipatory Framework.	<input type="checkbox"/> Teacher identifies learning goals and possible misconceptions relating to the story problem. <input type="checkbox"/> Teacher systematically anticipates the strategies children will use for the specific problem in the lesson, organized by increasing sophistication. <input type="checkbox"/> Teacher strategically plans purposeful pairings (or other seating arrangements) to encourage increasing strategy sophistication. <input type="checkbox"/> Teacher allocates the necessary time to each part of the lesson: <i>launch</i> , <i>student work time</i> , and <i>discourse</i> , assuring a minimum of 10 minutes for the discourse.	

<p>All materials are set up prior to the launch.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Story problem is written neatly at the top of the chart paper and covered up. <input type="checkbox"/> Unifix cubes in sticks of 10 (1 color per stick) in at least two different colors and/or base 10 materials are available within arm's reach in sufficient quantity for the numbers in the problem. <input type="checkbox"/> Paper and pencil are readily available. <input type="checkbox"/> Representations of previous story problem solutions are posted and visible to scholars. 	
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LAUNCH	Observable Criteria	Notes
<p>Teacher poses the story problem.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher tells an engaging story that provides motivation and background for the context of the story problem (before showing the written story problem). <input type="checkbox"/> Teacher shows the written story problem and reads it aloud. <input type="checkbox"/> Teacher covers the written story problem. 	
<p>Teacher strategically calls on 3 scholars to retell the story.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The first scholar called on to retell is one who can easily retell the story accurately. <input type="checkbox"/> The second scholar is one who represents the majority of the children in the class and is likely to be able to retell the story accurately. <input type="checkbox"/> The third scholar represents those who the teacher anticipates may be struggling to comprehend the story. <input type="checkbox"/> Teacher does not interrupt scholars as they retell the story (unless numbers are said incorrectly). 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher focuses on the intent of the retell, not the exact language used in the story problem. <input type="checkbox"/> If a scholar struggles to retell, the teacher asks the child who just successfully retold the story to tell the story again. <input type="checkbox"/> A scholar who struggled eventually tells the story successfully, even if several attempts are needed. 	
Teacher poses a comprehension question to engage relational thinking and support the reasonableness of solutions.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks a comprehension question about the story and expects scholars to begin the relational thinking work as they explain what they think and why. <input type="checkbox"/> Scholar's responses to the comprehension question use evidence from the story (not explanations about key words, operations, or problem-solving strategies). 	

STUDENT WORK TIME	Observable Criteria	Notes
Teacher monitors and observes which strategies scholars are using to solve the problem. Teacher purposefully selects strategies to be shared during the discourse.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher checks in with scholars with the most sophisticated strategies first. <input type="checkbox"/> Teacher strategically circulates in order to understand and track the types of strategies scholars are using to solve the problem. <input type="checkbox"/> Teacher identifies which strategies will be shared during the discourse. Strategies are chosen to maximize connections among strategies and to meet the learning goals for the lesson. <input type="checkbox"/> Teacher understands the strategies thoroughly enough to represent them accurately during the discourse. 	

	<input type="checkbox"/> Teacher decides the order in which the strategies will be shared (from least sophisticated to most sophisticated).	
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DISCOURSE	Observable Criteria	Notes
Teacher orchestrates a discourse that is focused on articulating and representing scholars' strategies.	<input type="checkbox"/> Teacher reserves at least 10 minutes for the discourse. This is the most important part of the lesson. <input type="checkbox"/> The strategies are shared in a strategic order (from least-sophisticated to most-sophisticated). <input type="checkbox"/> Teacher establishes and maintains expectations for respectful, clearly articulated discourse. <input type="checkbox"/> Scholars share their strategies without interruption from the teacher unless there is a need to clarify what the scholar did so that the teacher can represent it accurately.	
Teacher precisely represents each scholar's strategy.	<input type="checkbox"/> Teacher's representation matches the exact strategy and counting process used by the scholar (using the scholar's language). <input type="checkbox"/> Teacher asks the scholar for a number sentence that matches his/her strategy and records it on the chart. <input type="checkbox"/> Teacher manages the space on the chart paper to represent all strategies and number sentences clearly.	
The discourse engages all scholars in the class.	<input type="checkbox"/> Each scholar talks to the class, rather than to the teacher, when sharing. <input type="checkbox"/> Teacher monitors and manages the attentiveness and engagement of each child in the class.	
The discourse attends to noticing details within	<input type="checkbox"/> Teacher asks the class how the strategies (and number sentences) are alike and different.	

each strategy and making connections between various strategies.	<ul style="list-style-type: none"> □ Teacher explores (through questioning) the depth of scholars' thinking and understanding of the important mathematical ideas involved in the problem and the strategies shared. □ Teacher supports scholars' efforts to verbalize connections and make generalizations or conjectures (when applicable). 	
The discourse attends to number sentences that match the story.	<ul style="list-style-type: none"> □ Teacher asks the class what number sentence matches the story and to give a rationale for their thinking. 	

APPENDIX H

ELA

Fundations

Time	Component	Explanation
1 min	State the Focus Objective	<ul style="list-style-type: none">Teacher provides students with the objective(s) of the day to build interest
2-5 min	Drill Sound/Warm Up	<ul style="list-style-type: none">Warm Up activity for students to practice letters and sounds using standard and/or large sound cardsHelps students master the alphabetic principle of letter-sound associations
20-22 min	Grade Specific Activities (4-5)	<ul style="list-style-type: none">Activities that focus on phonological awareness, the alphabetic principle, sound mastery, letter name-formation and sound association, phonics, vocabulary, high frequency words, fluency, comprehension, handwriting, and spellingSystematic and comprehensive practice of these skills is necessary for the successful development of reading and comprehension.
2 min	Solidify Learning	<ul style="list-style-type: none">Reinforces the objective of the day's lesson(s)Closing of the day's activities

Interactive Read Aloud

The key overarching goals of this structure include the following:

- Expose children to language and structures beyond their independent control
- Give children the chance to think about concepts in text they couldn't process independently
- Expand background through exposure to topics
- Help children enjoy reading by providing an enjoyable reading experience
- Build a collection of familiar texts you can return to for later teaching in close reading
- Develop deep and sustained thinking by spending longer-than-typical amounts of time on a thought/concept/theme/idea
- Develop discussion skills and terminology for discussion
- Develop oral language by practicing expressing complex thoughts in discussion
- Model fluent reading
- Deepen the conversation about mindset/character/social skills through exploration of characters and themes in literature

Outcomes in Interactive Read Aloud are aligned to Reading CCS and Speaking & Listening CCS.

Time	Component	Explanation
1-3 min	Text Introduction	<ul style="list-style-type: none">Teacher and students gather on rugTeacher introduces the text in different ways to promote flexibility and to engage students' attention and prompt their thinkingTeacher previews 2-3 high-utility vocabulary wordsStudents activate background knowledge in anticipation of hearing the text

10-15 min	Read Aloud	<ul style="list-style-type: none"> Ensuring all students can see the text, teacher reads in a clear voice with appropriate phrasing, stopping occasionally to make or invite comment, drawing attention to previewed vocabulary and illustrations/diagrams, demonstrating ways of thinking about the text, or posing genuine questions. Students share comments with the whole group or in twos, threes, or fours. Prompt students to think deeply on the path to the deepest level of comprehension and/or specific grade-level reading standards. Expand speaking and reading vocabulary by presenting new words in a meaningful context through use, while also providing new meaning for words they already know.
5-10 min	After Reading	<ul style="list-style-type: none"> Teacher facilitates discussion by demonstrating, prompting, and reinforcing student thinking that is shared; emphasizing the overall meaning of the text. Teacher revisits sections of text to reinforce specific teaching points and help children develop shared examples. Students transition to sit in a circle, listening, responding and building off of each other's remarks, while referring to the text. Students have an opportunity to make personal connections and share opinions. Students sometimes sketch or write responses to the text.
2-3 min	Closing	<ul style="list-style-type: none"> Teacher solidifies student learning by reinforcing and extending the planned outcome. Teacher adds text title, author, and genre to Record of Reading.

Close Reading

Time	Component	Explanation
2-3 min	Launch	<ul style="list-style-type: none"> At the carpet or at desks, teacher previews the text with a hook, and with students, unpacks title and determines genre and thinking jobs. Teacher projects texts on whiteboard so all students have a visual cue.
15-20 min	Shared main idea analysis	<ul style="list-style-type: none"> Teacher projects and reads text with stopping points and roadmap of questions (ask 5-6 questions, 80% transferable questions). (NOTE: Only read poems twice.) Teacher uses transferable, facilitative discussion to encourage student discussion. Students use habits of discussion during their conversation. Students "mark up" (or annotate) their paper with their thinking. As the year progresses this will change. For example, teachers may need to model strong margin notes explicitly at first, then have students evaluate and "upgrade" their margin notes, and later in the year this should be automatic. Margin notes allow teachers to "see" student thinking and comprehension to inform conferences. During shared main idea analysis, <i>some</i> students may have scaffolds to support (e.g. sentence frames, targeted questions for margin notes).
6-8 min	Main idea jot	<ul style="list-style-type: none"> Teacher frames independent work time with clear directions, timestamps, and enthusiasm. Students write main idea jot (later in the year, also short response). Teacher circulates to coach pre-identified students, identify class-wide trends, and identify the student work (2-4 pieces) for the discourse. Teacher scans for students on-task throughout coaching.

		<ul style="list-style-type: none"> During coaching, teacher asks student transferable questions to elicit action step. Students are able to explain what they are working on and why. In a co-taught classroom, one teacher should pull a small group of students for more targeted instruction.
5 min	Discourse main idea	<ul style="list-style-type: none"> Teacher uses student work to discourse a main idea (some options: project a main idea representative of classwide trend, name the trend, and ask how to improve, show exemplar vs. non-exemplar and TNT, have students score and explain why) Teacher puts cognitive lift on students by asking facilitative questions (What do you notice? What is strong about X's work? What are the differences between X and Y's work) Students should come out from discourse with a clear next step for their revision.
5 minutes	Main idea jot revision	<ul style="list-style-type: none"> Students revise their main idea.
	Throughout	<ul style="list-style-type: none"> Teacher consistently engages the entire class in doing the work by using a variety of engagement strategies (TNT, stop and jot, show call, habits of discussion) Teacher uses open ended questions, expects that scholars do their own thinking and prompts accordingly. Here are possible questions and prompts. <ul style="list-style-type: none"> How did you know ____? Could that help you? (referring to a chart or manipulative) I want you to use a strategy that you understand. Can you try solving the problem another way? How is that different from what _____ showed us? Why did you decide to represent your thinking in this way? Convince me. You said _____ What do you mean by that? Can you show me an equation that represents your strategy? Is your answer reasonable? How do you know? Did you estimate what your answer might be before you started? Was your estimation reasonable?

Close Reading is a three-day cycle of approximately 45 minutes per-day that builds student skill in determining the main idea of a text and analyzing an author's craft. On Day 1, students read a shared, grade-level text and determine the main idea collaboratively. On Day 2, students analyze the author's craft and structure in the same text. On Day 3, students apply the learning from the first two days and analyze a text independently. All three days include discussion, writing, revision, and transferable teaching points to help students unlock the meaning of complex texts on their own. In addition, we are increasing opportunities for students to build background knowledge on Close Reading texts through targeted small-group instruction. This scaffold, along with other differentiated learning opportunities, ensures that students are building foundational skills and closing gaps while maintaining grade-level rigor.

Math

Eureka Math

Time	Component	Explanation	Purpose
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20-30 min	Responsive Lesson	<ul style="list-style-type: none">• Cultivates a growth mindset in communication of purpose & agenda for responsive time.• Strategically selects tasks and activities, including digital lessons, based on student’s prior performance and goals.• Stamps the learning via a closing discussion and reassesses learning.	<ul style="list-style-type: none">• Leverages data to prepare students for the current learning by intentionally targeting skills/concepts that maintain previous learning, close learning gaps or anticipate future lessons.						
1-2 min	Opening	<ul style="list-style-type: none">• Communicates objective written on the agenda board to class.<ul style="list-style-type: none">◦ Read by a student (where appropriate).◦ Unpacked using relevant academic vocabulary to make clear the lesson focus and activity flow.• Connects current lesson to previous and/or future lessons to motivate students.	<ul style="list-style-type: none">• Convey learning objective and outline of day's activities (agenda) that explicitly describes what students will be doing and the purpose of each activity while building student mindset.						
10-15 min	Fluency Practice	<ul style="list-style-type: none">• Strategically selects routines based on students' needs (reactive to data or proactive to upcoming material).• Delivery aligns with explanations of the routine. <table><tr><th>Sprints</th><th>Counting</th><th>Whiteboard Exchange</th></tr><tr><td><ul style="list-style-type: none">• Complete the routine (Sprints A and B) within 12 minutes.• Include skip-counting and movement between Sprints.• Celebrates growth after correction of Sprint B.</td><td><ul style="list-style-type: none">• Guides the pace and count based on students’ responses using crisp, clear signals.• Includes counting forward and backward.• Uses choral response and appropriate wait time.</td><td><ul style="list-style-type: none">• Uses clear and effective procedures to maintain quick pace.• Sequences problems from simple to complex and adjusts based on students’ responses.• Corrects students’ work.</td></tr></table>	Sprints	Counting	Whiteboard Exchange	<ul style="list-style-type: none">• Complete the routine (Sprints A and B) within 12 minutes.• Include skip-counting and movement between Sprints.• Celebrates growth after correction of Sprint B.	<ul style="list-style-type: none">• Guides the pace and count based on students’ responses using crisp, clear signals.• Includes counting forward and backward.• Uses choral response and appropriate wait time.	<ul style="list-style-type: none">• Uses clear and effective procedures to maintain quick pace.• Sequences problems from simple to complex and adjusts based on students’ responses.• Corrects students’ work.	<ul style="list-style-type: none">• Engages students in focused, fast-paced activity.• Promotes automaticity.• Develops flexibility, efficiency and accuracy.• Prepares students for the current lesson, maintain previous learning, close learning gaps or anticipate future lessons. <p>Note:</p> <ul style="list-style-type: none">• Fluency activities largely do not introduce new content.• It may be appropriate for teachers to modify suggested fluency activities based on performance from previous lessons.
Sprints	Counting	Whiteboard Exchange							
<ul style="list-style-type: none">• Complete the routine (Sprints A and B) within 12 minutes.• Include skip-counting and movement between Sprints.• Celebrates growth after correction of Sprint B.	<ul style="list-style-type: none">• Guides the pace and count based on students’ responses using crisp, clear signals.• Includes counting forward and backward.• Uses choral response and appropriate wait time.	<ul style="list-style-type: none">• Uses clear and effective procedures to maintain quick pace.• Sequences problems from simple to complex and adjusts based on students’ responses.• Corrects students’ work.							
5-10 min	Application Problem	<ul style="list-style-type: none">• Focuses students on (parts of) the RDW process.• Selects appropriate Mode of Delivery based on student data. <table><tr><th><i>Model with Interactive Questioning</i></th><th><i>Guided Practice</i></th><th><i>Independent Practice</i></th></tr><tr><td>Inaccessible to most students</td><td>Accessible to most students</td><td>Accessible to all students</td></tr></table> <ul style="list-style-type: none">• Facilitates share and critique of solutions, misconceptions or approaches by asking questions that intentionally drive at a key takeaway.	<i>Model with Interactive Questioning</i>	<i>Guided Practice</i>	<i>Independent Practice</i>	Inaccessible to most students	Accessible to most students	Accessible to all students	<ul style="list-style-type: none">• Engages students in the RDW process in order to give students an opportunity to apply the math they learn to real-world or novel situations or to function as a springboard into the new learning of the day (in some cases).
<i>Model with Interactive Questioning</i>	<i>Guided Practice</i>	<i>Independent Practice</i>							
Inaccessible to most students	Accessible to most students	Accessible to all students							

28-35 min	Concept Development	<table><tr><th>Instruction</th><th>Problem Set</th></tr><tr><td><ul style="list-style-type: none">● Maintains overall alignment with the objective and suggested pacing and structure.● Uses tools, precise mathematical language, and/or models accurately and effectively.● Utilizes grabbing engagement strategies paired with CFUs to balance teacher talk with opportunities for peer share and/or collaboration.● Generates next steps by watching and listening for understanding.</td><td><ul style="list-style-type: none">● Allows for 10 or more minutes of independent practice and productive struggle. At times, students may work on the Problem Set with partners or in groups.● Assigns problems strategically to differentiate practice as needed. The purposeful sequencing of the problems guides the selections so teachers can continue to scaffold problems. When available in the lesson, teachers should balance problems types to ensure range of practice.● Circulates to assess student understanding of the key takeaway and responds to student data. Creates and assigns remedial sequences as needed.</td></tr></table>	Instruction	Problem Set	<ul style="list-style-type: none">● Maintains overall alignment with the objective and suggested pacing and structure.● Uses tools, precise mathematical language, and/or models accurately and effectively.● Utilizes grabbing engagement strategies paired with CFUs to balance teacher talk with opportunities for peer share and/or collaboration.● Generates next steps by watching and listening for understanding.	<ul style="list-style-type: none">● Allows for 10 or more minutes of independent practice and productive struggle. At times, students may work on the Problem Set with partners or in groups.● Assigns problems strategically to differentiate practice as needed. The purposeful sequencing of the problems guides the selections so teachers can continue to scaffold problems. When available in the lesson, teachers should balance problems types to ensure range of practice.● Circulates to assess student understanding of the key takeaway and responds to student data. Creates and assigns remedial sequences as needed.	<ul style="list-style-type: none">● Builds student understanding of new content by connecting prior understanding to new content and progressing from simple to more complex, and concrete to more abstract, problems.● Gives students an opportunity to apply and further explore the mathematical concept in varied contexts.● Gives the teacher an opportunity to assess student understanding.
Instruction	Problem Set						
<ul style="list-style-type: none">● Maintains overall alignment with the objective and suggested pacing and structure.● Uses tools, precise mathematical language, and/or models accurately and effectively.● Utilizes grabbing engagement strategies paired with CFUs to balance teacher talk with opportunities for peer share and/or collaboration.● Generates next steps by watching and listening for understanding.	<ul style="list-style-type: none">● Allows for 10 or more minutes of independent practice and productive struggle. At times, students may work on the Problem Set with partners or in groups.● Assigns problems strategically to differentiate practice as needed. The purposeful sequencing of the problems guides the selections so teachers can continue to scaffold problems. When available in the lesson, teachers should balance problems types to ensure range of practice.● Circulates to assess student understanding of the key takeaway and responds to student data. Creates and assigns remedial sequences as needed.						
10-15 min	Student Debrief	<ul style="list-style-type: none">● Elicits all students’ thinking, supports reflection, and promotes metacognition.● Culminates with students’ use of precise mathematical language to verbally articulate their learning for that day.● Pre-planned based on previous related data (Exit Ticket from prior day) and adjusted based on that day’s student work.● Closes with completion of the daily Exit Ticket. (NOTE: Exit Tickets are not included in Kinder until Module 5)	<ul style="list-style-type: none">● Promotes reflection on the day’s learning using student centered discussion.● Primes students to demonstrate learning on the Exit Ticket.● Assesses to provide formative data.● Informs the teacher in preparation of subsequent lessons.				

Number Stories

Time	Component	Explanation	Purpose
5 minutes	Launch	<ul style="list-style-type: none"> An appropriately difficult story problem is selected and written based on the students' previous thinking and understanding. The teacher introduces the number story in an embellished, engaging way to provide motivation and background context. Students then facilitate a retell of the number story. The teacher asks a comprehension question about the story and collects data on students' readiness to explore. 	The purpose of the launch is to engage scholars in the context and mathematical ideas of the task. The launch supports students with comprehension and engages them to consider relational thinking and the reasonableness of their solution.
10 minutes	Independent work time	<ul style="list-style-type: none"> Send students back to explore the problem on their own. The teacher monitors, coaches and collects data on student strategies. 	Scholars explore the task independently. The teacher uses this time to strategically circulate in order to

		<ul style="list-style-type: none"> Prepare for whole-group discussion by identifying the pieces of student work that will lead to the important algebraic or number goals. 	understand and track strategies. It's important for the teacher to understand strategies thoroughly enough to represent them accurately during the discourse. In addition, the order in which strategies are presented is considered in order to maximize connections among strategies and reach learning goals.
15 minutes	Discussion	<ul style="list-style-type: none"> Reconvene with students in the meeting area and chart student strategies. Students provide the number sentences that match the story and strategies shared. The teacher facilitates a discussion that elicits conjectures or key takeaways. 	The teacher utilizes questioning in order to engage all students and support them with understanding the important mathematical ideas involved in the problem and strategies shared.

Morning Meeting consists of four components:

1. Greeting
2. Sharing
3. Activity
4. Morning Message

Each component provides an opportunity for students to work together collectively, share important information about themselves, and to learn about their teachers and classmates- this structure helps build stronger classroom culture and relationships.

Time	Component	Explanation	Purpose
2-5 min	Greeting	<ul style="list-style-type: none"> Students and teachers greet one another by name and practice, offering hospitality Greeting is upbeat, energetic and fun 	To build community and sense of belonging. Students should "see all and be seen by all."
5-7 min	Sharing	<ul style="list-style-type: none"> Students share information about themselves, their interests, and their lives Students learn about their peers and identify commonalities 	To build relationships and mutual understandings and help the class identify commonalities.
8-12 min	Group Activity or Discussion	<ul style="list-style-type: none"> Teacher and students participate in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills 	To build mindset and classroom community.
5-15 min	Morning Message	<ul style="list-style-type: none"> Students read and interact with a short message written by their teacher The message is crafted to help students focus on the work they'll do in school that day The message is displayed in the classroom as students arrive and students are encouraged to interact with the message before Morning Meeting begins Teacher spends 2-3 minutes facilitating a discussion about the message 	To get excited for the day and connect to students to the day's academic content.

In Morning Meetings and throughout the day, students discuss, engage in learning games and activities, and are supported to practice the five Core Competencies of Social and Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision-Making.

APPENDIX I

End of Unit 1 Assessment: Answering Questions about a Literary Text

(For Teacher Reference)

This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, and L.3.4. Students read a new literary text, “Elephant Library.” They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character’s actions on the sequence of events through the lens of the challenge and how it is overcome.

CCSS Assessed:

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

End of Unit 1 Assessment: Answering Questions about a Literary Text

Name: _____ **Date:** _____

In this assessment, you will read a new story about a very unusual library. Read the text carefully, and answer the questions that follow.

Elephant Library

I woke up very early this morning. Even the pitter-patter of the rain couldn't **dampen** my excitement! I had been counting the days. Soon, the elephant team would arrive soon with more books. I really hoped it would be today!

My family and I live in a very small village in the mountains. The only way to get here is by foot, up steep mountain trails. It can be quite dangerous. During the rainy season the ground is slippery and there are mudslides. We don't have a school or a library, but we are **fortunate** because a team of elephants brings us books. The team stays here for two or three days to teach us reading and writing on metal slates. My sister and I look forward to them coming because we both love to read and learn!

The morning dragged by painfully slowly. By mid-afternoon, I started to think that they were not going to arrive today after all. I was disappointed and snapped **disagreeably** at my sister when she tried to ask me a question. "Perhaps they will come tomorrow," Mom said, sensing the cause of my short temper and bad mood.

I had just about given up all hope, when I heard a shout in the distance. When the elephant team arrives, the first person in the village to see them coming up the mountain always shouts. This quickly becomes a **din** as we all shout with excitement and run to greet them.

I ran out hoping to see the elephants arriving. There were no elephants to be seen. The word spread quickly. The elephants were having trouble getting up the last steep trail on the slippery mud! My heart sank. Would they go on without stopping for us? My brain was working quickly. I wanted those books!

The elephants couldn't get to us, but perhaps we could make it down to the elephants. I suggested the idea and everyone agreed. My sister and I, and our village friends walked very carefully down the slippery, muddy trail to the elephants. It took us a long time because we had to move slowly not to slip. We were all tired, wet, and muddy when we got there. But it was worth it!

The elephant handlers greeted us with big, warm smiles. The elephants lifted their trunks to say hello. They were happy we had worked so hard to see them. My sister and I didn't waste any time choosing books to bring back to the village. I chose one about elephants because we love the library school elephants so much!

Written by EL Education 700L

This note-catcher is not assessed, but it might help you organize your thinking about the gist of the story before you answer questions.

Overcoming Challenges in _____ (text)	
Author _____	
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

1. What does **dampen** mean in this context? (RL.3.4)
 - A. make slightly wet
 - B. make less strong
 - C. make much worse
 - D. make more dry

2. If agreeably means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)
 - A. more pleasingly
 - B. unpleasantly
 - C. incorrectly
 - D. impossibly

3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RL.3.4, L.3.4d)

4. Using clues in the text, what do you think **din** means? (RL.3.4, L.3.4a)
 - A. a loud prolonged noise or sound
 - B. a small dinner-like meal
 - C. a large animal that lived millions of years ago
 - D. a sound like a bell

5. What part of the text gave you a clue about the meaning of **din**? (RL.3.1, RL.3.4, L.3.4a)
- A. "as we all shout with excitement"
 - B. "I had just about given up all hope, when I heard a shout in the distance."
 - C. "I was disappointed and snapped disagreeably at my sister"
 - D. "the first person in the village to see them coming up the mountain always shouts"

This note-catcher is not assessed, but it might help you organize your thinking about how details in the text convey the message or lesson.

Lesson/Message/Moral:	
Detail from the text	How does it help communicate the lesson/message/moral?
1.	
2.	

6. In no more than three sentences, answer the following question:
What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

This note-catcher is not assessed, but it might help you organize your thinking about the challenges and how they are overcome.

Overcoming Learning Challenges	
Challenge (facts and details)	How the Challenge Is Overcome (facts and details)

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

End of Unit 1 Assessment: Answering Questions about a Literary Text

(Answers, for Teacher Reference)

In this assessment, you will read a new story about a very unusual library. Read the text carefully, and answer the questions that follow.

Elephant Library

I woke up very early this morning. Even the pitter-patter of the rain couldn't **dampen** my excitement! I had been counting the days. Soon, the elephant team would arrive soon with more books. I really hoped it would be today!

My family and I live in a very small village in the mountains. The only way to get here is by foot, up steep mountain trails. It can be quite dangerous. During the rainy season the ground is slippery and there are mudslides. We don't have a school or a library, but we are **fortunate** because a team of elephants brings us books. The team stays here for two or three days to teach us reading and writing on metal slates. My sister and I look forward to them coming because we both love to read and learn!

The morning dragged by painfully slowly. By mid-afternoon, I started to think that they were not going to arrive today after all. I was disappointed and snapped **disagreeably** at my sister when she tried to ask me a question. "Perhaps they will come tomorrow," Mom said, sensing the cause of my short temper and bad mood.

I had just about given up all hope, when I heard a shout in the distance. When the elephant team arrives, the first person in the village to see them coming up the mountain always shouts. This quickly becomes a **din** as we all shout with excitement and run to greet them.

I ran out hoping to see the elephants arriving. There were no elephants to be seen. The word spread quickly. The elephants were having trouble getting up the long steep trail on the slippery mud! My heart sank. Would they go on without stopping for us? My brain was working quickly. I wanted those books!

The elephants couldn't get to us, but perhaps we could make it down to the elephants. I suggested the idea and everyone agreed. My sister and I, and our village friends walked very carefully down the slippery, muddy trail to the elephants. It took us a long time because we had to move slowly not to slip. We were all tired, wet, and muddy when we got there. But it was worth it!

The elephant handlers greeted us with big, warm smiles. The elephants lifted their trunks to say hello. They were happy we had worked so hard to see them. My sister and I didn't waste any time choosing books to bring back to the village. I chose one about elephants because we love the library school elephants so much!

Written by EL Education 700L

This note-catcher is not assessed, but it might help you organize your thinking about the gist of the story before you answer questions.

Overcoming Challenges in _____ (text)	
Author _____	
Somebody ... (character)	<i>Responses will vary.</i>
in ... (setting)	<i>Responses will vary.</i>
wanted ... (motivation)	<i>Responses will vary.</i>
but ... (challenge)	<i>Responses will vary.</i>
so ... (solution)	<i>Responses will vary.</i>

1. What does **dampen** mean in this context? (RL.3.4)
 - A. make slightly wet
 - B. make less rong
 - C. make much worse
 - D. make more dry
2. If agreeably means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)
 - A. more pleasingly
 - B. unpleasantly
 - C. incorrectly
 - D. impossibly
3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RL.3.4, L.3.4d)

*Answers may vary, but the following is an example:
Fortunate means very lucky.*

4. Using clues in the text, what do you think **din** means? (RL.3.4, L.3.4a)
 - A. a loud prolonged noise or sound
 - B. a small dinner-like meal
 - C. a large animal that lived millions of years ago
 - D. a sound like a bell

5. What part of the text gave you a clue about the meaning of **din**? (RL.3.1, RL.3.4, L.3.4a)
- A. "as we all shout with excitement"
 - B. "I had ju about given up all hope, when I heard a shout in the di ance."
 - C. "I was disappointed and snapped disagreeably at my si er"
 - D. "the fir person in the village to see them coming up the mountain always shouts"

Please note: The note-catchers are to help students organize their thoughts before writing short constructed responses. They should be used only to assess the corresponding standards if student short-constructed responses do not do so adequately.

This note-catcher is not assessed, but it might help you organize your thinking about how details in the text convey the message or lesson.

Lesson/Message/Moral:	
Detail from the text	How does it help communicate the lesson/message/moral?
1. Responses will vary	
2. Responses will vary	

6. In no more than three sentences, answer the following question: What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

Responses will vary, but the following is an example: The lesson is that challenges can be overcome if you think carefully and work hard. The narrator explains that his/her brain was working quickly to think of a way to get the books, which conveys the idea of thinking carefully when there is a problem or challenge. The narrator also explains that going to the elephants took a long time and made them tired and muddy, which conveys working hard to overcome a challenge.

This note-catcher is not assessed, but it might help you organize your thinking about the challenges and how they are overcome.

Overcoming Learning Challenges	
Challenge (facts and details)	How the Challenge Is Overcome (facts and details)
Responses will vary	Responses will vary

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

Responses will vary, but the following is an example: The challenge was to get the books even though the elephant library couldn't get up the mountain. The main character overcame the challenge by going down the mountain to the elephants. She got the books!



Basic background:

- Kosovo is a region in southeastern Europe.
- Ethnic Albanians are the largest group of people in Kosovo. The word *ethnic* means “of similar race and culture.”
- NATO is the **N**orth **A**tlantic **T**reaty **O**rganization. NATO soldiers are often sent to countries to help.

Hello! My name is Isau Ajeti. I was born in Shtime, Kosovo, September 1988. I am an ethnic Albanian. When I was two years old, my family moved to Germany. My two sisters, Serxhane and Arjeta, were born here. Seven years later, we returned to Shtime and built a beautiful two-story house.

My uncle and aunt lived in the house next to ours. They have three daughters—Remzie, Majlinda, and Nazlia—all younger than I am.

I never went to school in Kosovo. I was too young at first, and then later, it was too dangerous. My country was at war.

One day in April 1999, we looked outside and saw houses on fire. “Go! Go!” someone ran down the street shouting, “The enemy is coming!”

Right away our two families fled from Shtime. For two hours, we journeyed toward Vojnovc, a country town. Like us, hundreds of people filled the roads, trying to escape.

In Vojnovc, a family let us stay with them. More than 35 people crowded together in their small house. We shared whatever food there was.

After two weeks, we headed toward Ferijaj, my mother’s hometown. War planes flew overhead. There was shooting on the ground. Six hours later, we reached Ferijaj. All our relatives, except one, were gone.

Ferijaj has a train station. We wanted to take a train to leave Kosovo. But with so many people, all the doors of the train were blocked. Someone opened a window. My father put me in first; then I pulled in the other five children, beginning with my five-month-old cousin. Finally, the four grown-ups crawled through the small space.

It was very hot on the train. We were packed like sardines. We could hardly breathe. Hungry, tired, and dirty, children were crying.

Riding for three hours, we got to the border of Macedonia, but the Serbian police stopped us. “You cannot get off the train,” they said. “Go back.”

We did.

The next day, we tried again. This time the border was opened to us. But the Serbian soldiers commanded, “Stay right on the railroad tracks. If you go to the right or left, we will kill you.”

So, we walked, two by two inside the tracks, right into Macedonia.

What a difference it was for us there! NATO soldiers welcomed us and fed us. They gave us blankets and even diapers for my two little cousins.

Camp workers brought us to a small tent. It was very low—the grown-ups could not stand up straight in it. It rained outside. My father and my uncle took off their jackets and put them under us. We were cold because we didn’t have enough blankets, but at least we were together.

Each morning we waited in line for food, sometimes until 1:00 p.m. The camp was dirty. We missed the bathrooms we had in our new homes in Shtime.

My father was in charge of both families. In one of the tents was a big board. Every night we checked it for his name and our camp number. It would tell us when and where we would be sent.

Finally, my mother’s mother and another uncle left for Germany. We wanted to go with them, but we were separated. After five weeks in Macedonia, the rest of us flew to New Jersey, in the United States.

American soldiers brought us to Fort Dix, where our Christian sponsors were waiting. Soon, a lady named Debbie and an Armenian man named Steve arrived. They brought flowers for my mother and my aunt. They were so nice. It didn’t matter to them that we were Muslims.

Our sponsors found us two apartments next to each other. They helped us get groceries, clothes, furniture, medicine, and jobs.

In June, a newspaper reported our story. A retired teacher read it and offered to teach English to me and my two older cousins, to prepare us for school. All summer we sat outdoors and learned the alphabet, numbers, colors, and telling time. We love our very first American teacher.



In fall, we started school. At first everything was strange,
but our teacher and classmates were wonderful, helping
us learn English quickly.

Now, America is our new home.

~~~~~

Blanche Gosselin, the retired English teacher in this story,  
transcribed Isau Ajeti’s account.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti. Ask clarifying questions and annotate the text as needed. Then respond to a series of questions about the text, what human rights challenges Isau faced, how he responded, and what human rights were upheld.

What are human rights, and how do real people respond when their rights are challenged?  
Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti.

**Part 1:** Read the questions below, and then return to the text to find specific evidence for your answers.

1. Why did Isau Ajeti leave Kosovo in 1999?
  - A. To get a better education in America
  - B. To be with his family at Fort Dix
  - C. Because Kosovo was at war
  - D. Because his family liked living in Germany
2. How did Isau Ajeti **most likely** feel on the journey toward Vojnovc?
  - A. Hungry
  - B. Confused
  - C. Frightened
  - D. Lonely
3. Which evidence from the text supports the answer you gave to Question 2?
  - A. Isau Ajeti escaped from Shtime because the enemy was coming.
  - B. Isau Ajeti ate whatever food they had and could share.
  - C. Isau Ajeti was staying with 35 people.
  - D. Isau Ajeti was with his family in a small space.



4. How does Isau's ride on the train compare to the camp in Macedonia?
  - A. Both were cold and lonely
  - B. Both were cold and crowded
  - C. Both were hot and dirty
  - D. Both were crowded and dirty
  
5. What event directly led to Isau beginning to learn English?
  - A. He started going to school in the United States
  - B. There was a story about him in a newspaper
  - C. His arrival in the United States with his family
  - D. The sponsors found them apartments



In your essay be sure to:

- Name and describe specific examples of human rights challenges that Isau and his family faced.
- Connect those challenges to specific article(s) of the UDHR.
- Use evidence from the article to explain how Isau and his family responded to the human rights challenges they experienced.
- Use complete sentences.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



### End of Unit 1 Assessment:

## On-demand Analysis of a Human Rights Account

[illegible]





Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti. Ask clarifying questions and annotate the text as needed. Then respond to a series of questions about the text, what human rights challenges Isau faced, how he responded, and what human rights were upheld.

What are human rights, and how do real people respond when their rights are challenged?

Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti.

**Part 1:** Read the questions below, and then return to the text to find specific evidence for your answers.

1. Why did Isau Ajeti leave Kosovo in 1999?
  - A. To get a better education in America
  - B. To be with his family at Fort Dix
  - C. **Because Kosovo was at war**
  - D. Because his family liked living in Germany
2. How did Isau Ajeti **most likely** feel on the journey toward Vojnovc?
  - A. Hungry
  - B. Confused
  - C. **Frightened**
  - D. Lonely
3. Which evidence from the text supports the answer you gave to Question 2?
  - A. **Isau Ajeti escaped from Shtime because the enemy was coming.**
  - B. Isau Ajeti ate whatever food they had and could share.
  - C. Isau Ajeti was staying with 35 people.
  - D. Isau Ajeti was with his family in a small space.



4. How does Isau's ride on the train compare to the camp in Macedonia?
  - A. Both were cold and lonely
  - B. Both were cold and crowded
  - C. Both were hot and dirty
  - D. **Both were crowded and dirty**
  
5. What event directly led to Isau beginning to learn English?
  - A. He started going to school in the United States
  - B. **There was a story about him in a newspaper**
  - C. His arrival in the United States with his family
  - D. The sponsors found them apartments



**Part 2:** Essay: What specific human rights challenges did Isau and his family face? How did they respond to those challenges? Use specific details from both the article “From Kosovo to the United States” and the Universal Declaration of Human Rights in your answer.

In your essay be sure to:

Name and describe specific examples of human rights challenges that Isau and his family faced.

- Connect those challenges to specific article(s) of the UDHR.
- Use evidence from the article to explain how Isau and his family responded to the human rights challenges they experienced.
- Use complete sentences.

**Sample Student Response (Scoring a Level 4):**

Isau and his family faced many human rights challenges in their lives. They were brave, never gave up hope, and were grateful. Eventually their human rights were upheld like the authors of the Universal Declaration of Human Rights wanted.

The first challenge that the family faced was the war in their country. Article 3 of the Universal Declaration of Human Rights says, “Everyone has the right to life, liberty, and security of person.” That means that all people have a right to be alive and be safe. The article says that Isau’s country was at war and that they had to run away when the enemy was coming. This meant they were not safe and that they could die. Isau and his family traveled a long time. Even though they saw soldiers, they were brave to walk on the railroad tracks. Then they were safe again in Macedonia.

The second human rights challenge that happened to Isau was described in Article 26 of the UDHR, which says everyone has a right to an education. It is shown that this was a human rights challenge when Isau said it was “too dangerous” to go school in his country of Kosovo. Going to school was something Isau and his family really hoped for. The evidence for that is he says, “We love our first American teacher.”

Finally, Isau’s family suffered from the human rights challenge of not having employment. This is a right described in Article 23. They had to live in a dirty camp, and they were cold because they did not even have enough blankets. Then they left the camp and came to America. The article showed they responded to this challenge by being grateful when it said, “They were so nice. It didn’t matter to them that we were Muslims.” This quote shows that Isau thought people might not like them, but they did. The authors of the Universal Declaration of Human Rights would be both upset and glad about Isau’s story. They would be upset that their human rights were not upheld in Kosovo and Macedonia. The family stayed brave, never gave up hope, and was grateful. Eventually their human rights were upheld.

New York State Grade 4-5 Expository Writing Evaluation Rubric

| CRITERIA                                                                                                                                                                           | CCLS                | SCORE                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    |                     | 4<br>Essays at this level:                                                                                                                                                                                                                                                                                              | 3<br>Essays at this level:                                                                                                                                                                                                                                          | 2<br>Essays at this level:                                                                                                                                                                                                                                                            | 1<br>Essays at this level:                                                                                                                                                                                                                                                                                                                  | 0<br>Essays at this level:                                                                                                                                                                                                       |
| <b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts                 | W.2<br>R.1-9        | —clearly introduce a topic in a manner that follows logically from the task and purpose<br><br>—demonstrate insightful comprehension and analysis of the text(s)                                                                                                                                                        | —clearly introduce a topic in a manner that follows from the task and purpose<br><br>—demonstrate grade-appropriate comprehension and analysis of the text(s)                                                                                                       | —introduce a topic in a manner that follows generally from the task and purpose<br><br>—demonstrate a literal comprehension of the text(s)                                                                                                                                            | —introduce a topic in a manner that does not logically follow from the task and purpose<br><br>—demonstrate little understanding of the text(s)                                                                                                                                                                                             | —demonstrate a lack of comprehension of the text(s) or task                                                                                                                                                                      |
| <b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection                                             | W.2<br>W.9<br>R.1-9 | —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)<br><br>—sustain the use of varied, relevant evidence                                                                                                                 | —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)<br><br>—sustain the use of relevant evidence, with some lack of variety                                                                | —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant<br><br>—use relevant evidence inconsistently                                                                                                                         | —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant                                                                                                                                                                                                  | —provide no evidence or provide evidence that is completely irrelevant                                                                                                                                                           |
| <b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language      | W.2<br>L.3<br>L.6   | —exhibit clear, purposeful organization<br><br>—skillfully link ideas using grade-appropriate words and phrases<br><br>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary<br><br>—provide a concluding statement that follows clearly from the topic and information presented | —exhibit clear organization<br><br>—link ideas using grade-appropriate words and phrases<br><br>—use grade-appropriate precise language and domain-specific vocabulary<br><br>—provide a concluding statement that follows from the topic and information presented | —exhibit some attempt at organization<br><br>—inconsistently link ideas using words and phrases<br><br>—inconsistently use appropriate language and domain-specific vocabulary<br><br>—provide a concluding statement that follows generally from the topic and information presented | —exhibit little attempt at organization, or attempts to organize are irrelevant to the task<br><br>—lack the use of linking words and phrases<br><br>—use language that is imprecise or inappropriate for the text(s) and task<br><br>—provide a concluding statement that is illogical or unrelated to the topic and information presented | —exhibit no evidence of organization<br><br>—exhibit no use of linking words and phrases<br><br>—use language that is predominantly incoherent or copied directly from the text(s)<br><br>—do not provide a concluding statement |
| <b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2<br>L.1<br>L.2   | —demonstrate grade-appropriate command of conventions, with few errors                                                                                                                                                                                                                                                  | —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension                                                                                                                                                      | —demonstrate emerging command of conventions, with some errors that may hinder comprehension                                                                                                                                                                                          | —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension                                                                                                                                                                                                                                               | —are minimal, making assessment of conventions unreliable                                                                                                                                                                        |

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Grade 5 Common Core English Language Arts Test Guide



Within the Common Core, writing does not take place in a vacuum. To be college and career ready, one must be able to write for a purpose using information from textual sources. Extended-response questions on the 2013 Common Core English Language Arts Tests will ask students to analyze texts and address meaningful questions using strategic, textual details. Scores for extended responses will be based on four overarching criteria:

- **Content and Analysis**—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts
- **Command of Evidence**—the extent to which the essay presents evidence from the provided texts to support analysis and reflection
- **Coherence, Organization, and Style**—the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
- **Control of Conventions**—the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

These four characteristics combined make up the focus of the 4-point, extended-response tasks, **Writing from Sources**. Whether in response to an individual text or a paired selection, a student will be asked to synthesize, evaluate, and evidence their thinking in a coherent and legible manner. Please note the new holistic 4-point rubric for Expository Writing in Grade 4– 5 on page 10.

## End of Unit 3 Assessment: Recording an Audiobook and Revising Reading Contract

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### *(For Teacher Reference)*

This assessment centers on CCSS ELA RF.3.3, RF.3.4b, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either *Rain School* or *Nasreen's Secret School*. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback. As students are working to revise and write their final draft, use the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data.

### **CCSS Addressed:**

- RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b: Develop the topic with facts, definitions, and details.
- W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d: Provide a concluding statement or section.
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## End of Unit 3 Assessment, Part I: Recording an Audiobook

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either *Rain School* or *Nasreen's Secret School*. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_ and \_\_\_\_\_ of *Rain School*/  
*Nasreen's Secret School*.

Refer to the criteria you recorded on the **Fluent Readers Do These Things** anchor chart as you prepare and read your excerpt aloud.

## End of Unit 3 Assessment, Part II: Revising Reading Contract: Drafting

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank You, Mr. Falker*, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can be support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher's feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

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## Overcoming Learning Challenges Near and Far

[illegible]

## End of Unit 3 Assessment, Part I: Recording an Audiobook

### (For Teacher Reference)

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either *Rain School* or *Nasreen's Secret School*. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_ and \_\_\_\_\_ of *Rain School/Nasreen's Secret School*.

Refer to the criteria you recorded on the **Fluent Readers Do These Things** anchor chart as you prepare and read your excerpt aloud.

Notes:

*To prepare the activity: Allow students to choose the book they will be working with. Divide the book into sections based on the number of students sharing the reading in each group. Be sure that each child has at least a two-page spread to read, assigning longer sections to students who are more competent readers.*

*To assess the activity: Copy the reading fluency checklist on the next page for each student. Listen to students read live or listen to the audio recording to assess each student's ability to read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.*

## End of Unit 3 Assessment, Part I: Recording an Audiobook

### Reading Fluency Checklist

| Student Name:                   |                                                                                                      | Reading Fluency Checklist: |                  |
|---------------------------------|------------------------------------------------------------------------------------------------------|----------------------------|------------------|
| Standard                        | Characteristics of Fluent Reading                                                                    | Yes? No?                   | Teacher Comments |
| RF.3.4a                         | Gives a grade-appropriate summary of the text to demonstrate comprehension and understanding.        | N/A                        |                  |
| RF.3.4b,<br>RF.3.4c             | Reads with 99-100% accuracy.                                                                         |                            |                  |
| RF.3.4c                         | Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.  | N/A                        |                  |
| RF.3.4a,<br>RF.3.4b,<br>RF.3.4c | Reads at a rate that is appropriate for the piece.                                                   |                            |                  |
| RF.3.4a,<br>RF.3.4b,<br>RF.3.4c | Reading flows smoothly, without many breaks.                                                         |                            |                  |
| RF.3.4a,<br>RF.3.4b             | Reads groups of related words and phrases together.                                                  |                            |                  |
| RF.3.4a,<br>RF.3.4b,            | Notices and reads punctuation (e.g., pauses after a comma; questions sound like questions).          |                            |                  |
| RF.3.4b                         | (For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.). |                            |                  |
| RF.3.4b                         | (For prose or poetry) Facial expressions and body language match expression in voice.                |                            |                  |

## End of Unit 3 Assessment, Part II: Revising Reading Contract

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### **(For Teacher Reference)**

**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank You, Mr. Falker*, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can be support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher's feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

*Notes: Use the following rubric to assess the student's ability to strengthen writing by responding to feedback.*

*As students are working to revise and write their final draft, meet with individual students and use the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data.*

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

| 4 - Advanced                                                                                                   | 3 - Proficient                                                                            | 2 - Developing                                                         | 1 - Beginning                                                        |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------|
| Revisions clearly and comprehensively reflect feedback from peers and significantly strengthen the piece       | Revisions clearly and comprehensively reflect feedback from peers and improve the piece   | Revisions reflect some feedback from peers and improve the piece       | No revisions made, or revisions made do not reflect peer feedback    |
| Revisions clearly and comprehensively reflect feedback from the teacher and significantly strengthen the piece | Revisions clearly and comprehensively reflect feedback from teacher and improve the piece | Revisions reflect some feedback from the teacher and improve the piece | No revisions made, or revisions made do not reflect teacher feedback |

## End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

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### (For Teacher Reference)

This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, and W.3.10. Students return to the passage about Mongolia from *My Librarian Is a Camel*. They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.

### CCSS Assessed:

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b: Develop the topic with facts, definitions, and details.
- W.3.2d: Provide a concluding statement or section.
- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Throughout Unit 2, you have been reading texts about the challenges faced by children accessing books in other places in the world and how those challenges are overcome. On the Mid-Unit 2 Assessment, you read a text about children in Mongolia. Reread pages 20 and 21 of *My Librarian Is a Camel*. Then, write a paragraph to answer the following question: What challenges do children in Mongolia face when accessing books, and how are these challenges overcome?

### A well-written paragraph:

- Introduces the topic by describing the geography of Mongolia
- Has a clear topic sentence
- Describes the challenges faced when accessing books and how those challenges are overcome
- Uses facts, and details from *My Librarian Is a Camel*: pages 20 and 21
- Follows rules of writing (spelling, punctuation, and grammar)

**Now, begin work on your paragraph.** Manage your time carefully so that you can:

1. Reread pages 20 and 21 of *My Librarian Is a Camel*.
2. Plan the paragraph using the Close Read: *My Librarian Is a Camel*: Mongolia note-catcher.
3. Write the paragraph.
4. Check the Informational Texts anchor chart to be sure your piece meets all the criteria.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Research Question:** What are the challenges people face when learning, and how are they overcome?

**Focus Statement:**

**Source:**

|                                                                                             |                                                                                                                                         |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overcoming Learning Challenges in _____</b><br><b>Who is facing the challenge? _____</b> |                                                                                                                                         |
| <b>Geographical Features</b>                                                                |                                                                                                                                         |
| <p style="text-align: center;"><b>Challenge</b></p> <p>What challenge(s) are faced?</p>     | <p style="text-align: center;"><b>How the Challenge Is Overcome</b></p> <p>How do the people in the text overcome those challenges?</p> |
| <b>Importance of the Library</b>                                                            |                                                                                                                                         |



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

[illegible]

## End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

### (Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Answers will vary, but the following is an example:

**Research Question:** What are the challenges people face when learning, and how are they overcome?

**Focus Statement:** Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge.

**Source:** My Librarian Is a Camel by Margriet Ruurs, pages 20 and 21

| Overcoming Learning Challenges in <u>     Mongolia     </u>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who is facing the challenge? <u>     Children in the Gobi Desert     </u>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                       |
| <p style="text-align: center;"><b>Geographical Features</b></p> <p style="text-align: center;"><i>mountain ranges, desert plains</i></p>                                                                                                            |                                                                                                                                                                                                                                                                                                       |
| <p style="text-align: center;"><b>Challenge</b></p> <p style="text-align: center;">What challenge(s) are faced?</p> <p><i>Don't have access to computers or television</i><br/> <i>Live a nomadic life (move around a lot); can't get books</i></p> | <p style="text-align: center;"><b>How the Challenge Is Overcome</b></p> <p style="text-align: center;">How do the people in the text overcome those challenges?</p> <p><i>Mr. D. got donations: a minibus, ten thousand books</i><br/> <i>Delivers books in horse-drawn wagon and the minibus</i></p> |
| <p style="text-align: center;"><b>Importance of the Library</b></p> <p style="text-align: center;"><i>Children have books to read—<br/>think books are sweeter than candy!</i></p>                                                                  |                                                                                                                                                                                                                                                                                                       |

Use rows A–H on the Informative Writing: Grade 3 Rubric and the sample response below to assess student writing.

<sup>1</sup>Mongolia is a large country in north-east Asia, with mountain ranges, desert plains, and lots of empty space. <sup>2</sup>Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge. The people who live in the Gobi Desert don't have access to computers or television. They live a nomadic life and are constantly moving with their livestock across the grassy plains of the Gobi Desert, making it hard for them to get books. Mr. Dashdondog got people to donate a minibus and ten thousand books! <sup>3</sup>He travels around delivering books to nomadic children in a horse-drawn wagon and the minibus. The children all enjoy the books so much that they say they prefer the books to candy! Because of librarians like Mr. Dashdondog, children in Mongolia have books to read.<sup>4</sup>

<sup>1</sup>**Introduces the topic** by providing context about the geography of Mongolia that helps the reader understand why getting books is challenging and stating a main idea

<sup>2</sup>**Uses linking words and phrases** (but, that) to connect ideas

<sup>3</sup>**Develops the topic with facts and details** from the text that explain why accessing books is challenging and how that challenge is overcome

<sup>4</sup>**Provides a concluding statement** that restates the main idea and reflects on the importance of the information provided

**APPENDIX J**



## **HEBREW PUBLIC CHARTER SCHOOLS**

### **FINANCIAL POLICIES AND PROCEDURES MANUAL**

MAY 2024

## TABLE OF CONTENTS

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <b>INTRODUCTION</b>                                       | <b>5</b>  |
| Purpose of Manual                                         | 5         |
| School Network                                            | 5         |
| Charter Management Organization (CMO) Relationship        | 5         |
| Financial Leadership and Management                       | 6         |
| Changes to the Financial Policies and Procedures Manual   | 6         |
| Fiscal Year                                               | 6         |
| Annual Audit                                              | 6         |
| <b>INTERNAL CONTROL STRUCTURE</b>                         | <b>7</b>  |
| Internal Control Environment                              | 7         |
| Accounting System                                         | 8         |
| Internal Control Procedures                               | 8         |
| Accounting Cycle                                          | 9         |
| <b>ANNUAL BUDGETING AND REPORTING</b>                     | <b>10</b> |
| Annual Budgeting                                          | 10        |
| Financial Reporting                                       | 10        |
| <b>CASH RECEIPTS AND REVENUE</b>                          | <b>11</b> |
| Background                                                | 11        |
| Distribution of Mail                                      | 11        |
| Receiving, Processing and Recording Cash Receipts         | 11        |
| Revenue Recognition                                       | 12        |
| In-kind Contributions                                     | 12        |
| Contributions Acknowledgment Letter                       | 12        |
| Revenue Compliance                                        | 13        |
| State and Federal Award Compliance                        | 13        |
| Property & Equipment                                      | 16        |
| Conflicts of Interest in Federal Procurement              | 16        |
| Accounts Receivable Aging                                 | 16        |
| <b>PURCHASES, ACCOUNTS PAYABLE AND CASH DISBURSEMENTS</b> | <b>16</b> |
| Exemption from Sales Tax                                  | 17        |
| Competitive Bids and Quotes                               | 17        |
| Competitive Bidding Procedure                             | 18        |
| Processing Purchases                                      | 18        |
| Accounts Payable                                          | 20        |
| Reimbursable Expenses                                     | 21        |

|                                                    |           |
|----------------------------------------------------|-----------|
| Board Related Expenses                             | 22        |
| Political Contributions                            | 22        |
| Cellular Telephones                                | 22        |
| Credit Card Purchases                              | 22        |
| <b>PAYROLL</b>                                     | <b>23</b> |
| Hiring                                             | 23        |
| Salary Determination                               | 24        |
| Compensation Accrual                               | 26        |
| Obtaining Payroll Information                      | 26        |
| Time Reporting Procedures                          | 26        |
| Processing Payroll                                 | 26        |
| Payroll Reconciliations                            | 28        |
| <b>MANAGEMENT OF CASH</b>                          | <b>28</b> |
| Bank Accounts                                      | 28        |
| Bank Reconciliation                                | 29        |
| Cash Transfers                                     | 29        |
| Petty Cash Account                                 | 29        |
| Investment of Funds                                | 29        |
| <b>RELATED PARTY TRANSACTIONS</b>                  | <b>30</b> |
| <b>PROPERTY AND EQUIPMENT</b>                      | <b>30</b> |
| Capitalization Policy                              | 30        |
| Asset Tracking Process                             | 31        |
| Depreciation Policy                                | 31        |
| Disposition of Assets                              | 32        |
| <b>DEBT</b>                                        | <b>32</b> |
| <b>CONTRACTS AND LEASES</b>                        | <b>32</b> |
| Utilization of Independent Contractors/Consultants | 33        |
| <b>IRS FORM 990 PREPARATION AND FILING</b>         | <b>33</b> |
| <b>INSURANCE COVERAGE</b>                          | <b>33</b> |
| <b>RECORDS RETENTION</b>                           | <b>34</b> |
| Records Retention Policy                           | 34        |
| Records Access Policy                              | 34        |
| Records Destruction Policy                         | 35        |
| <b>FRAUD AND MISAPPROPRIATION</b>                  | <b>35</b> |
| Actions Constituting Fraud                         | 35        |
| Reporting and Confidentiality                      | 36        |
| Authority for Investigation of Suspected Fraud     | 36        |

|                                            |           |
|--------------------------------------------|-----------|
| Investigation Responsibilities             | 36        |
| Reporting Procedures                       | 37        |
| <b>WHISTLEBLOWER POLICY</b>                | <b>37</b> |
| <b>CODE OF ETHICS</b>                      | <b>38</b> |
| <b>CONFLICT OF INTEREST</b>                | <b>40</b> |
| <b>CONFIDENTIALITY</b>                     | <b>43</b> |
| Annex 1: Finance Team                      | 45        |
| Annex 2: Requirements for Record Retention | 46        |



## **INTRODUCTION**

### **Purpose of Manual**

Hebrew Public Charter Schools (the “School”) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School will follow all the relevant city, state and federal laws and regulations that govern charter schools within the City and State of New York. As a nonprofit organization, the School is entrusted with funds granted by Federal, State, and City government agencies as well as Corporations, Philanthropic Foundations and Individual contributors. The policies and procedures outlined below will be part of the School’s system of internal controls designed to safeguard assets, promote operational efficiency, minimize waste, fraud and theft, and ensure accurate accounting data.

### **School Network**

Hebrew Public Charter Schools consists of three chartered entities in New York State: “Hebrew Language Academy”, “Hebrew Language Academy 2”, and “Staten Island Hebrew Public”, . The policies outlined in this manual apply across the entire network of schools.

### **Charter Management Organization (CMO) Relationship**

The Board of each Hebrew Public Charter School entered into management agreements with the National Center for Hebrew Language Charter School Excellence (Hebrew Public / CMO). While each School’s Board shall at all times have final authority for policy and operational decisions of the School, they have designated the employees of Hebrew Public as authorized agents of the school in matters of management, operation, administration, accounting and education of students.

As it relates to the financial management of the school, specific listed functions of the CMO include, but are not limited to:

1. Management of personnel functions
2. All aspects of the business administration of the school, including the maintenance of the school’s federal income tax exemption status
3. All aspects of the accounting operation, including general ledger management and financial reporting
4. Procurement of all required insurance

## **Financial Leadership and Management**

The financial management team of the School consists of:

- Board of Trustees
- Finance Committee
- Board Treasurer
- Board Chair
- Board Secretary
- Head of School
- Director of Operations
- Operations Associate
- Associate Chief of Staff
- Fin Optimal (Financial Consultant)
- 4th Sector Solutions (Financial Consultant)

The financial management team at Hebrew Public (CMO) consists of:

- CMO Chief Executive Officer (CEO)
- CMO Chief Financial Officer (CFO)
- CMO Managing Director of School Operations (MDSO)
- Director of Finance
- Accounts Payable Manager

The financial management team outlined above is accountable for fiscal oversight of the School. In matters determined to be the responsibility of the CMO, this manual gives authority to the CMO financial management team to assign tasks to the appropriate member of the team. The financial management team will collectively work to make certain that all financial matters of the School are properly addressed with care, integrity, and accuracy in the best interest of the School.

## **Changes to the Financial Policies and Procedures Manual**

This document establishes the policies and procedures for the fiscal and administrative functions conducted by the School. The School's financial management team is responsible for periodically reviewing and revising the Manual as needed. The Board of Trustees will approve all amendments to the Manual.

## **Fiscal Year**

The fiscal year of the School is from July 1-June 30.

## **Annual Audit**

The School will undergo an annual independent audit conducted by an audit firm engaged by the Board of Trustees. The audit will be performed shortly following the close of the School's fiscal year-end. Audited financial statements must be submitted to NYSED and the School's authorizer by **November 1** of each fiscal year and must include a management letter, if applicable along with any other required reports.

The CMO Leadership, School Leadership and Board of Trustees will review any management or advisory letters issued as a result of the annual audit. A corrective action plan will be developed, documented and monitored by School Leadership and the Board of Trustees.

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the Uniform Guidance for Federal Awards (Title 2 of the CFR, Subtitle A, Chapter II, Part 200, Subpart F) will be also conducted by the independent audit firm and filed with the Federal Government, NYSED and the School's Authorizer by **November 1** (March 31<sup>st</sup> of the following year if an extension request is received and approved by NYSED).

### **Other Audits**

Any audits performed by outside entities, such as the Office of the State Comptroller, shall be reviewed by School Leadership and Board of Trustees. A corrective action plan will be developed, documented and monitored by the CMO, School Leadership and Board of Trustees to address any resulting findings.

## **INTERNAL CONTROL STRUCTURE**

### **Background**

Internal controls have been established to provide reasonable assurance to achieve the following:

- Effectiveness and efficiency of operations;
- Accountability and transparency of operations and transactions;
- Reliability of financial reporting; and
- Compliance with applicable laws and regulations.

Factors that impact the internal control environment can include school management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

### **Internal Control Environment**

By implementing internal controls, the School establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include school management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

## **Accounting System**

The School has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the School's fiscal transactions; (2) describe the transactions adequately, to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred, to record them in the proper accounting period.

## **Internal Control Procedures**

The School has adopted a number of internal financial controls. These procedures are set up to strengthen the School's internal control structure in order to safeguard the School's assets. The internal financial controls consist of the following:

***Segregation of Duties:*** A hierarchical structure of authority and responsibility has been developed at the School. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the School from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the School.

***Restricted Access:*** Physical access to valuable and moveable assets is restricted to authorized personnel.

***Document Control:*** To ensure that all documents are captured by the accounting system, where appropriate documents must be signed or initialed and dated when recorded and then filed appropriately.

***Records Retention:*** Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, Single Audit requirements (if applicable) and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

***Processing Controls:*** The School has implemented processes that are designed to identify any errors before they are posted to the general ledger. Common processing controls include: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

***Reconciliation Controls:*** In order to identify any errors that may have been posted to the general ledger, the school has implemented review and reconciliation procedures such as bank and credit/debit card reconciliations along with review and reconciliation of selected general ledger accounts.

**Annual Independent Audit:** The School's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

**Security of Financial Data:** The School's accounting software is accessible only to the CMO CFO and/or, Director of Finance, Accounts Payable Manager and Financial Consultants. Individual usernames and passwords will be issued for each user and their access will be limited according to their functionality and role within the School. All hard copies of financial data, when not in use, will be secured in a designated area at the School or off-site storage.

**Risk Assessment:** The School has implemented policies and procedures designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. This includes mitigating risks involving internal and/or external factors that might adversely affect the School's ability to properly record, process, summarize and report financial data.

**Fraud Prevention:** The School's policies and procedures are designed to detect and deter fraud. These include policies such as purchasing approval thresholds, payroll processing approvals as well as check signing requirements and thresholds.

## **Accounting Cycle**

The accounting cycle is designed to accurately process, record, summarize, and report transactions of the School. The School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The components of the accounting cycle fall into five primary functions:

### **A. Revenue, Accounts Receivable, and Cash Receipts**

Key tasks in this area include:

- Processing and recording cash receipts and making deposits;
- Performing month-end reconciliation procedures; and
- Tracking grant compliance and private revenue restrictions.

### **B. Purchases, Accounts Payable, and Cash Disbursements**

Key tasks in this area include:

- Authorizing the procurement of goods and/or services;
- Processing purchases and recording invoices and issuing payments; and
- Performing month-end reconciliation procedures.

### **C. Payroll**

Key tasks in this area include:

- Maintaining and processing payroll information;
- Performing quarterly and year end reconciliations; and
- Preparing required federal, state and local tax filings.

#### **D. General Ledger and Financial Statements**

Key tasks in this area include:

- Reviewing and reconciling general ledger activity;
- Reconciling bank accounts; and
- Producing financial statements.

#### **E. Budgets and Financial Reporting**

Key tasks in this area include:

- Preparation of annual budget; and
- Preparing monthly budget vs. actual reports.

### **ANNUAL BUDGETING AND REPORTING**

#### **Annual Budgeting**

The School is responsible for creating annual operating and capital budgets as well as updating the 5-year budget projections (as needed). The annual operating and capital budget and the 5- year budget projections (if amended) will be approved and passed by the Board of Trustees by June 30<sup>th</sup> before the start of the new fiscal year. Following this approval, any formal amendments to the budget will also be approved by the Board of Trustees.

#### **Financial Reporting**

In collaboration with the Hebrew Public (CMO) and Financial Consultants, the School will complete and present financial reports as required by the Board of Trustees, including but not limited to the following:

- (1) Budget vs. Actual report with projections for the operating and capital budgets;
- (2) Balance Sheet;
- (3) Enrollment Budget v Actuals per grade (General Education and Special Education);
- (4) Cash Flow Projections as needed; and
- (5) Federal grant reports as needed.

## **CASH RECEIPTS AND REVENUE**

### **Background**

The School receives revenues from the following primary sources:

- Federal, state, and local government; and
- Corporations, foundations, and individuals

### **Distribution of Mail**

A designated operations staff person, selected by each School's Director of Operations, sorts and distributes all mail on a daily basis.

- Bank statements and credit card statements are collected electronically by Financial Consultants or scanned and emailed to Financial Consultants as necessary.
- Vendor bills/statements and other vendor correspondence are opened by the designated operations staff person and distributed via scan to the Financial Consultants for processing.
- Checks for deposit and city/state/federal agency correspondence are opened by the designated operations staff person and distributed to the Director of Operations for review, as well as scanned and sent to Financial Consultants for processing.

### **Receiving, Processing and Recording Cash Receipts**

#### Checks

- Any cash or checks waiting to be deposited will be stored in a secure location.
- The designated operations staff person will restrictively endorse ("For Deposit Only") the checks or money orders to the appropriate bank account number and note name of the School.
- The designated operations staff person will make a copy of the check and send the original check to the CMO CFO or CMO MDSO for deposit.
- The CMO CFO or CMO MDSO will scan a copy of the deposit ticket and associated backup or documentation to Financial Consultants for entry into the accounting system.

#### Cash

- Payments received from students or families (ex. School lunch fees, uniforms, field trips) will be collected by designated operations staff and submitted to the designated Cash Counter #1 who will count the cash, a designated Cash Counter #2 will verify the amount of cash collected
- All cash payments received will be also logged using an electronic cash receipt tracker, for example a Google Sheet stored on Google Drive. The CMO CFO or designee will review the cash receipt tracker as necessary to confirm that any cash collected matches deposit records the supporting documentation.
- CMO CFO or designee will deposit the cash into the bank account and provide appropriate documentation (deposit ticket) to Financial Consultants for entry into the accounting system.

- The Director of Operations is responsible for ensuring all cash receipt documentation is collected for filing. Financial Consultants ensure cash receipt documentation is filed. Cash Receipt Documentation includes:
  - o Cash receipt online tracker, including general ledger codes and purpose of the deposit
  - o Bank-endorsed proof of deposit
  - o Copy of all checks and cash receipt logs for currency
  - o Additional documentation received with the check
- Financial Consultants will periodically audit and review all transactions for accuracy and proper supporting documentation.

## **Revenue Recognition**

Revenue is recognized when earned and when contributions are received or awarded in accordance with GAAP.

## **In-kind Contributions**

### ***Donated Goods and Services***

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services. Financial Consultants record donated items or services in the accounting system at fair value or avoided cost, as determined by the donor and documented in writing.

### ***Donated Securities***

Publicly traded securities may be accepted. The School should sell all gifts of public securities as soon as reasonably possible with the cash from the sale transferred to the School's bank account. The securities will be valued at the closing price on the day they were sold.

## **Contributions Acknowledgment Letter**

When the School receives a donation or an unconditional pledge in excess of \$250, a contribution acknowledgement letter stating the value of the donation is drafted by the Associate Chief of Staff or Director of Operations, signed by the Head of School, and sent to the donor. The acknowledgment will include:

- The amount of cash received and a description of any other property contributed (for in-kind goods contributed in which donor determines fair value for their individual tax purposes, the donor provided fair value is included as contribution);



- A statement about whether any goods or services in return for the contribution were provided; and
- A description and an estimated value of what was provided if the School provided something in return for the contribution.

## **Revenue Compliance**

The School's accounting and documentation system must be capable of meeting the specific requirements imposed by grant agreements and donor designations and restrictions. Restriction parameters (such as job codes, donors or classes) will be set up in the accounting system to allow for accurate tracking of the applicable revenue, expenses, and assets based on the funding requirements. Expenses cannot be charged over 100% against multiple grants. The CMO Leadership in partnership with School Leadership and Financial Consultants will ensure that all reporting requirements and deadlines are met.

### **Grant Requirement Processes:**

- All grant expenditures/costs reported will be reconciled to the books by the Financial Consultants prior to the submission of any reports.
- The School in collaboration with CMO Leadership and Financial Consultants will establish and document an annual cost allocation plan (for both direct and indirect costs), which is reviewed and approved by the CMO CFO or CEO.
- The CMO must ensure that all reporting requirements and deadlines are met.

## **State and Federal Award Compliance**

The Fiscal Guidelines for Federal and State Funded Grants states that grants must be conducted in accordance with all applicable federal and state laws, regulations and directives, including, but not limited to:

- Federal and State Authorizing Legislation;
- Title 2 of the Code of Federal Regulations (CFR) Parts 200 and 3474 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- Title 34 of the Code of Federal Regulations (CFR) including Education Department General Administrative Regulations (EDGAR)
- NY State Education Department Commissioner's Regulations
- NY State Education Law and State Finance Law
- NY State Education Department Policy

### ***Single Audit Requirements***

The link below can be referenced for Single Audit requirements related to each grant:

[https://www.whitehouse.gov/wp-content/uploads/2020/08/2020-Compliance-Supplement\\_FINAL\\_08.06.20.pdf](https://www.whitehouse.gov/wp-content/uploads/2020/08/2020-Compliance-Supplement_FINAL_08.06.20.pdf)

**In compliance with Title 2 CFR 200 and EDGAR Regulations, the School will follow these guidelines below:**

### **Certification Compliance**

- An official authorized to legally bind the School will be required to certify all reports and payment requests. The authorized signatory will certify by signing and agreeing to the following:
  - *“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.”*

### **Grant Receipts & Interest**

- Drawdowns or advances must be disbursed within the grant’s specified time and maintained in an insured account. The funds must be in an interest bearing account if the aggregate federal awards are over \$120,000
- Interest amounts earned up to \$500 per year may be retained by the School for administrative expenses. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment.

### **Federal Cost Allowability Procedures**

The School implements procedures that ensure cost allowability oversight for the use of funds. These procedures include:

- School Leadership, in partnership with the CMO leadership and Financial Consultants, will develop budgets for federal grants collaboratively.
- Before any grant funds are budgeted and expended, School Leadership in partnership with CMO leadership and Financial Consultants will determine cost allowability in accordance with *Title 2 CFR 200* Subpart E – Cost Principles, specifically that the costs are necessary, reasonable, and allocable.
- The School will periodically review budgets and expenditures for compliance with program requirements and remove any items not otherwise necessary for implementing the program goals. The School will also compare expenditures against budgeted amounts for each award.
- Approval of the budget submitted by the applicable program office at NYSED or other agency will be taken to mean approval of the proposed expenditures as being otherwise allowable.
- Payments made for costs determined to be unallowable by either the Federal awarding agency or pass-through agency must be refunded (including interest) to the Federal

government in accordance with instructions from the Federal agency that determined the costs are unallowable. The School will meet any performance reporting requirements related to a federal award as established by the U.S. Department of Education and New York State Education Department.

- The School will maintain adequate supporting documentation for all authorized federal awards, expenditures and interest earned.
- The School will implement internal controls over safeguarding of assets and ensuring use for authorized purposes.

The following link must be used to determine specific cost eligibility:

[https://www.whitehouse.gov/wp-content/uploads/2020/08/2020-Compliance-Supplement\\_FINAL\\_08.06.20.pdf](https://www.whitehouse.gov/wp-content/uploads/2020/08/2020-Compliance-Supplement_FINAL_08.06.20.pdf)

### ***Purchases and Cash Disbursements***

The School adheres to the following purchasing objectives:

- When using Federal Grant Funds the School will follow the purchasing procedures as outlined in the School's Fiscal Policies and Procedures Manual, beginning on page 16.
- Competitive quotes are required for goods and services over \$25,000 (followed by bidding requirements stated above.)
- Competitive bidding must be based on the procedures outlined in the School's Fiscal Policies and Procedures Manual, as indicated on page 17.

### ***Payroll (Time and Effort Documentation)***

Any personnel expenditures submitted and approved for federal grant reimbursement will include documentation and certification as outlined below.

- The School will maintain documentation for personnel costs for all employees whose salaries, whether whole or part, are paid with federal funds or are used to meet match or cost share requirements. In addition to regular payroll records, the School will maintain sufficient documentation that accurately reflects the work performed must be maintained, such as a job description.
- The School will maintain time and effort records such as Personnel Activity Reports, or another report. These records will:
  - include all activities (federal and nonfederal)
  - be supported by a system of internal controls which reflects 100% of the employee's time
  - provide reasonable assurance that the charges are accurate, allowable, and properly allocated
- The time and effort records will be completed and certified on a semi-annual or annual basis.

## **Property & Equipment**

The School will adhere to the established capitalization policy as outlined in the Fiscal Policies and Procedures Manual, which will capitalize and depreciate annual all assets of \$5,000 or more to align with Federal funding guidance. Federal award purchases of \$5,000 or more per unit and useful life greater than one year must be capitalized.

### ***Asset Tracking Process***

The School will adhere to the established asset tracking process as outlined in the Fiscal Policies and Procedures Manual.

Physical inventory for assets purchased with federal funds must be performed at least every two years

### ***Disposition of Assets***

For assets purchased with federal funds the School must request disposition instructions from the federal awarding agency when required.

## **Conflicts of Interest in Federal Procurement**

Title 2 CFR 200 requires that conflicts of interest and organizational conflicts of interest are identified and mitigated as part of the procurement process when using federal funds. In the general course of business and when using Federal Funds, the School and its Trustees, Officers and employees will adhere to the established Conflict of Interest policy as outlined in this Fiscal Policies and Procedures Manual. This policy outlines a disclosure and mitigation procedure for all School business.

## **Accounts Receivable Aging**

All outstanding accounts receivable are aged on a thirty, sixty, ninety, and over-ninety-day basis. Financial Consultants will review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. Accounts receivable that are deemed uncollectible will be written off once approved by School or CMO Leadership. If receivables go beyond a year, the amount recorded must be discounted to its present value.

## **PURCHASES, ACCOUNTS PAYABLE AND CASH DISBURSEMENTS**

### **Background**

The School procures only those items and services required to fulfill the mission and/or fill bona fide needs. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, and price.

The School adheres to the following objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity, and quality.
- The School will make all purchases in the best interests of the School and its funding sources and in accordance with any grant restrictions as applicable.
- The School will buy from reliable vendors.
- The School will not contract with a vendor who has been suspended or debarred. [www.sam.gov](http://www.sam.gov)
- The School will obtain maximum value for all expenditures, assuming scope of service objectives are met
- The School will be above suspicion of unethical behavior at all times and avoid any conflict of interest, transactions with related parties, or even the appearance of a conflict of interest in the School supplier relationships. The School's conflict of interest policies are described in its By-laws and in further detail in this Financial Policy and Procedure document.
- All contractors will possess financial and technical resources necessary to provide service/goods.

### **Exemption from Sales Tax**

The School is exempt from federal and state tax. As such, the School is exempt from sales taxes on goods purchased for their own internal use. Each School's Operations Team is responsible for ensuring that all vendors have a copy of the sales tax exemption letter.

### **Competitive Bids and Quotes**

A bid is a formal request to a vendor for a price for goods and services customized to the School. A quote is a widely available price for goods and services not necessarily specific to the School. For example, a listed price on a website or other advertising.

- For items purchased with Federal funding, three competitive quotes are required for goods and services over \$25,000.
- The Directors of Operations or MDSO are responsible for soliciting and documenting these quotes.
- Competitive bidding will be based on the procedures outlined below.

### **Competitive Bidding Guidelines**

| <b>NO COMPETITIVE BIDS REQUIRED</b>                                                                                     | <b>COMPETITIVE BIDS REQUIRED</b>                                                                    |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Preferred Vendor: has a contract with New York City or New York State</li></ul> | <ul style="list-style-type: none"><li>● Non-preferred or non-sole vendors: Above \$25,000</li></ul> |

|                                                                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Sole Vendor: provides a unique service or product not offered by other vendors</li> <li>• Other Vendors: Below \$25,000</li> </ul> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Competitive Bidding Procedure

- The School will seek bids from at least three vendors and award the contract to the qualified vendor offering the supply or service needed for the lowest price.
- The Director of Operations or MDSO is responsible for soliciting and documenting these bids.
- The Head of School will provide final approval after multiple bids are presented with recommendations.
- During the bidding process, the school evaluates cost, level of service, history and references for each vendor. Award may be made to a vendor other than the low bidder in circumstances in which the higher bid demonstrates best value to the School. In such situations, the Director of Operations shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision for approval by the Head of School.
- If required by the School's Authorizer or in certain circumstances, the School will notify the School's Authorizer of any material or significant purchases, contracts and agreements.

### Processing Purchases

#### ***Approval***

No staff member may approve his/her own purchase requests.

Each purchase must be approved by the Director of Operations and Head of School.

Each purchase must be approved as follows:

| <b>\$ Value/Range</b>    | <b>Required Approvals</b> |
|--------------------------|---------------------------|
| Under \$2,500            | Director of Operations    |
| Up to \$20,000           | Head of School            |
| All orders over \$20,000 | CMO CFO                   |

For all recurring charges (such as rent, benefits, utilities, etc.) a one-time annual approval is acceptable, for example during budget approval.

### ***Issuance and Monitoring of Purchase Orders***

The School may issue purchase orders for procurement. Individual access will be issued for each user and their access will be limited according to their functionality and role within the School.

- Request for purchases are submitted via the online platform and automatically sent to the Head of School and the Director of Operations for approval.
- Once the request for purchase is approved, the Operation Associate or designated Operations Team member can create a Purchase Order (PO) in the online platform and send it to the vendor as needed.
- Purchased services that are approved through signed contracts do not need an approved Purchase Order (PO).

### ***Receipt of Goods***

- The Operations Associate on site is responsible for opening the box(es) and marking items “received” in the online system. Once all items are received the Operations Associate or designated staff member can close the Purchase Order (PO).
- The Operations Associate or designated staff member will monitor the status of open and uncleared orders.
- If there are discrepancies with the order, the Operations Associate or Director of Operations will contact the vendor to resolve any issues.

### ***Processing Disbursements***

- Vendor invoices are submitted to a centralized email and then retrieved from a ticketing system and pulled into an online bill pay software by Financial Consultants.
  - Routine material purchases such as books, pencils, calculators, paper should have an approved request and purchase order. Approved, received and closed purchases orders are automatically matched against open invoices. Once matched the system will upload both the closed purchase order and invoice into the bill pay system for review and payment.
- Each invoice is approved prior to disbursement
- Payments will be issued via the online bill pay system. The system will either initiate an electronic transfer to vendors or, when electronic transfer is not available, issue a check. The online bill pay system will then debit each School’s bank account for the full amount of all payments issued. The Financial Consultants will review and reconcile all payments and account debits on a monthly basis.
- The online bill pay system is integrated with the accounting system. The automated entries from the bill pay system into the accounting system are reviewed by the Financial

Consultants for accuracy.

***Electronic Bill Pay authority:***

| <b>\$ Value/Range</b>                                         | <b>Required Approvals for Electronic Bill Pay</b>                                                                                                                                                                                                                     |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• All Charges</li></ul> | <ul style="list-style-type: none"><li>• Head of School and/or Director of Operations and Director of Finance (Approve)</li><li>• CMO CFO (Disburse)<ul style="list-style-type: none"><li>○ The Director of Finance may disburse in CFO's absence.</li></ul></li></ul> |

- In no event shall an authorized signatory approve an invoice, execute a check or online payment, or authorize a disbursement of any kind, payable to her/him without a secondary approval.
- Non recurring obligations requiring an expenditure of over \$20,000 should be executed by a CMO officer.

***Check Signing Authority***

The School will aim to use the electronic bill pay system at most times. In the rare circumstance that a physical check is required and it will not be sent through the bill pay system, this check will be requested and issued, with CMO CFO approval, directly from the bank.

***Online/Phone/Fax/EFT Payments***

In the case of urgent payments for recurring obligations, payments made online or by phone or electronic funds transfer (EFT) may be processed by the CMO CFO or designated staff person on the Finance Team, only after email approval has been issued.

***Network-wide and Shared Expense***

Expenses incurred across the network or at shared sites shall require the review and approval of the CMO CEO, CMO CFO, or the CMO Chief of Schools. Shared expenses will be split proportionally among the schools and will be dependent upon the number of students or staff impacted by the expense or size of the school budget, whichever is most appropriate. The CMO will determine how these expenses are to be allocated across sites.

***Accounts Payable***

Accounts payables outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis. The CMO CFO and/or Director of Operations and/or Financial Consultants will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.



### ***Outstanding Checks***

Checks outstanding for 90 days or more should be investigated by the Director of Operations and/or Financial Consultants. Based on the outcome of the investigation, the check should be voided in the online bill pay system and reissued. If necessary, a stop payment is issued with the bank and a new check issued to the vendor.

### **Reimbursable Expenses**

- Employees may make reasonable business related purchases with their own funds and request reimbursement.
- Employees submit their request for reimbursement to their manager. Once approved the reimbursement request is submitted to the Director of Finance for processing through payroll.
- CMO leadership will approve the Head of School's expense reimbursements.
- Receipts are required for all expenditures requiring reimbursement.
- Employees will note that the School is tax exempt and therefore does not reimburse employees for sales tax. A copy of the Sales Tax Exempt Certificate may be obtained from the School for use when making reimbursable purchases.

### ***Travel Expenses***

- All travel arrangements and expenses will be pre-approved by the Head of School (CMO leadership will approve the Head of School's travel arrangements).
- All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.
- All pre-approved travel arrangements will be purchased or reimbursed by the School.
- Expectations for daily expenses or per diem allowances will be determined prior to the employee's trip.
- Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement will be made within 45 days of expense.
- Approved Expense reports will be submitted to Hebrew Public for processing through employee payroll.

### ***Documentation of all expenses will comply with IRS requirements and clearly show:***

- Date
- Names of those in attendance
- Location
- Business purpose
- Amount

### ***Mileage Reimbursement***

- All employees are reimbursed at the standard mileage rate per mile as determined by the

Internal Revenue Service for use of their own vehicle for business-related travel as approved by the Head of School.

- Parking fees and toll fees are reimbursable if supported by receipts.

## **Board Related Expenses**

Board members will not be reimbursed for any expenditure, other than those incurred to attend special meetings of the Board of Trustees.

## **Political Contributions**

No funds or assets of the School may be contributed to any political party or individual who either holds public office or is a candidate for public office. The School also cannot provide financial or in-kind support to any organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the School;
- Purchase by the School of tickets for political fundraising events; and
- Contributions in-kind, such as lending employees to political parties or using School assets in political campaigns.

## **Cellular Telephones**

The School does not reimburse employees for cell phone costs.

## **Credit Card Purchases**

- The School maintains a credit card account in the name of the School, with cards issued to the Head of School and Director of Operations, as authorized by the CMO.
- All cardholders must sign and adhere to the Credit Card Guidelines.
- A CMO approved credit card account in the amount of \$5,000 will be maintained with the School's bank to minimize the School's risk.
- Cardholders are required to submit a monthly report of all purchases made with corresponding receipts to their designated approver. The Director of Operations submits to Head of School or CMO Leadership and Head of School submits to CMO Leadership.
- The credit card statement reconciliation report is reviewed by the preparer for accuracy and legitimacy and then submitted for review and approval before it is uploaded/synced into the accounting system.
- The Director of Operations may delegate the use of the credit card, for approved purchases, to the purchasing manager.

### ***Responsibilities of Cardholder***

The cardholder is responsible for the safekeeping of the card, and will be held accountable to:

1. Ensure that the card is used only for legitimate school purposes;
2. Adhere to the Credit Card Guidelines;
3. Maintain original receipts, invoices, purchase documents and correspondence including all detail related to the purchases on file for audit purposes, and to provide the School with copies of such documents upon request; and
4. Advise the School of any incorrect charges/transactions in order to follow-up and obtain credit from the issuing institution if warranted.

### ***Cancellation and Renewal of Cards***

All relevant cards will be canceled should an individual cardholder leave his or her position or role with the School and if any of the above policies, procedures, and guidelines are not followed.

### ***Rewards Program***

If applicable, any rewards/points earned on the credit card will be redeemed monthly and credited towards the amount due or used for school related purchases.

## **PAYROLL**

### **Hiring**

The Organization's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards, under the direction of the CMO, the Heads of School and the Board.

- Recruitment will consist of a comprehensive process that includes advertisements in newspapers and educational journals, extensive networking and/or use of regional and national educational search firms and online publications.
- School based leaders determine talent needs and communicate these needs with the Talent team at the CMO. Once a search is opened, the Director of Talent Operations posts the role on an online applicant tracking system and advertises the role more broadly within the schools' network. The Manager of Talent and Recruitment manages the interview process. A combination of teacher screeners and school based leaders initially screen candidates. All on-site interviews at the school level are managed and conducted by school based leaders.
- Following the interview process, the Head of School determines which candidate(s) to extend offers and communicate this information to the Chief Talent Officer. All new employees will receive a signed and approved employment letter from the CMO's Chief Talent Officer.
- Any new employees will be subject to fingerprinting and any additional background

checks and references as deemed necessary.

- Once the new employee is hired, the Director of HR will collect all necessary payroll data (see Personnel File table) via the payroll system/HRIS system.

## **Salary Determination**

- The CMO Talent Team will review comparable data which can include compensation surveys and executive compensation reported in the IRS Form 990 of other NYC charter schools when establishing the salaries for comparable positions.
- A compensation scale review is conducted by the CMO's Talent Team. Once the scale is determined, the CMO Chief Talent Officer proposes employees' salaries based on scale or band.
- The Board of Trustees determines the salaries for key employees (i.e. Heads of School) based on recommendation from the CMO's Talent Team. Any such decisions will be captured in the Board meeting minutes.
- Any changes to a staff member's salary will be recommended by the Head of School in writing or electronically and approved by the Chief Talent Officer (if change is under \$3000) or approved by the Chief Talent Officer and Chief Executive Officer (if change is over \$3000). Once approved, the Director of HR creates a salary change letter and maintains it in the employee's file.
- If applicable, bonus calculations, requirements, and eligibility will be approved by the Board of Trustees, outlined explicitly, and recorded in the meeting minutes.

The organization complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)<sup>1</sup> with regard to the dissemination of private health information (PHI) of School employees. To comply with all rules and regulations, including the Americans with Disabilities Act (ADA)<sup>2</sup>, all medical records and all other related documents are kept separate from the personnel file.

## **Analyzing Job Information**

The Fair Labor Standards Act (FLSA)<sup>3</sup> sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the School.

## **Exempt Employees**

Employees employed in a bona fide executive, administrative, or professional capacities (including but not limited to teachers) are commonly exempt from federal and state minimum wage and

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<sup>1</sup> Health Insurance Portability and Accountability Act (HIPAA); <https://www.hhs.gov/hipaa/for-professionals/index.html>; (accessed on 05/2023)

<sup>2</sup> Americans With Disabilities Act of 1990, as Amended; <https://archive.ada.gov/pubs/adastatute08.pdf> ; (accessed on 05/2023)

<sup>3</sup> Fair Labor Standards Act (FLSA); <http://www.dol.gov/whd/flsa/index.htm> ; (accessed on 05/2023)

overtime requirements and are referred to as “exempt” employees.

### **Non-exempt Employees**

Employees who are not exempt employees (and are therefore referred to as “non-exempt” employees) are eligible for overtime for all hours worked over 40 hours per week and will be paid overtime at the rates required by federal, state and local law, usually time and a half for each hour of overtime worked.

In addition to the above categories, the organization has the following additional employment categories:

1. **Regular employees** are hired to work on a regular basis for an indefinite period. Such employees may be full or part-time, exempt or non-exempt.
2. **Full-time employees** are not in temporary or introductory status and are regularly scheduled to work 40 or more hours per week. Generally, they are eligible for benefits, subject to the terms, conditions, and limitations of each benefit program.
3. **Part time employees** are not assigned to a temporary or introductory status and are regularly scheduled for fewer than 28 hours per week. While they do receive all legally mandated benefits (such as Social Security and Workers’ Compensation insurance), they are generally ineligible for other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.
4. **Temporary employees** are hired for short-term periods and are not eligible for benefits. The work assignment, work schedule and duration of the temporary employee position will be determined on an individual basis. Summer employees, interns and seasonal employees are also considered temporary employees. A temporary employee does not become a regular employee by virtue of being employed longer than the agreed-upon specified period.
5. **School calendar employees** are those employees that with the exception of certain limited days before and after the official school year, only work during the School’s official calendar. This designation may include instructional and non-instructional employees, as determined by the Head of School or authorized member of the Board of Trustees, as applicable.
6. **Full year employees** are those employees that work throughout the entire year (e.g. do not follow the school calendar).
7. **Instructional Employees** are those employees with classroom responsibility as determined by the Head of School or the Board of Trustees (or their designee, as applicable)

### **Compensation Accrual**

Unpaid compensation (including unused summer pay, sick and personal days) as of June 30<sup>th</sup> of each fiscal year will either be paid out (up to five days) or accrued in accordance with GAAP per the compensation policy in the Employee Handbook.

## Obtaining Payroll Information

The Director of HR is responsible for obtaining the following for every employee:

| General                                                                                                                                                               | Payroll                                                                                                                                                                                                | Benefits/Releases                                                                                                                                                  | Compliance                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Hire letter (signed by both parties)</li><li>• Resume</li><li>• Emergency Contact Form</li><li>• Resignation letter</li></ul> | <ul style="list-style-type: none"><li>• I-9 (to be kept in separate file)</li><li>• Federal Form W-4</li><li>• NYS IT-2104</li><li>• Direct Deposit</li><li>• NYS Wage Theft Prevention Form</li></ul> | <ul style="list-style-type: none"><li>• Health/Dental/Vision</li><li>• Life/Disability</li><li>• Retirement/Pension</li><li>• Flexible Spending Accounts</li></ul> | <ul style="list-style-type: none"><li>• Fingerprint Clearance</li><li>• Certifications (if applicable)</li></ul> |

- All personnel files are stored electronically on the HRIS system.
- Access to such personnel files is limited to the Head of School, CMO Talent and HR team.
- No employee can review or access his or her own personnel file without written permission of the Head of School.
- No personnel file is to be copied or removed from where it is kept unless expressly permitted in writing by the Head of School or CMO Talent and HR team.

## Time Reporting Procedures

- All employees are responsible for tracking the actual time they have worked and paid time off, in accordance with the Employee Manual.
- The Director of Operations will keep track of all days the employees are not at work electronically through time keeping software or tracker.
- All overtime work will be pre-approved by his/her supervisor.
- No absences, whether paid or unpaid, are counted for purposes of determining eligibility for overtime pay.
- If federal funds such as Title are used for salaries, then time distribution records are required and will accurately reflect the work performed for each award.

## Processing Payroll

- The Director of Finance manages the payroll process for their assigned schools.
- Any changes to an individual's compensation will be approved in writing by the Head of School, Chief Talent Officer and Chief Executive Officer (if necessary) and submitted to the Director of Finance.
- The Director of HR is responsible for removing terminated employees from the payroll system immediately after the terminated employee has received her/his last payment from the School.
- The Director of Finance maintains an Excel spreadsheet to calculate each School's entire

payroll based on attendance records approved by the Director of Operations for each payroll.

- The Director of Finance will then input the school's approved payroll data into the online payroll system, creating an official Payroll Register Preview.
- The Payroll Register Preview (among other reports) are reconciled to the Excel spreadsheet by the Director of Finance.
- The Director of Finance then composes an email including changes from the prior period, reconciled payroll reports, and any necessary documentation to the Head of School for approval. In the Head of School's absence, payroll materials are approved by the Chief Operating Officer.
- Once approved, the Director of Finance will submit the payroll for final processing.
- Payroll is recorded in the accounting software through upload or integration by Financial Consultants.
- Payroll direct deposit stubs are available to employees electronically through the online payroll system.
- The Director of Finance monitors all payroll checks that are not deliverable.
- Employees will submit written requests for replacement payment if the original direct deposit did not go through to the Director of Finance.
- All payroll documents are maintained electronically.
- Documentation for each payroll consists of the following:
  - Approved Excel Spreadsheet;
  - Payroll Register Preview;
  - Approved (by Head of School) documentation for payroll changes to individual employees (i.e. new hires, terminations, pay rate changes, or payroll deductions);
  - Attendance records;
  - Overtime timesheets; and
  - Approved employee reimbursement requests with supporting documentation

The School is on a semi-monthly payroll cycle which is made up of twenty-four (24) pay periods per year. 10-month salaried employees' (i.e. Instructional Staff) pay is spread out over these 24 pay periods to cover the summer months. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever the School holidays or closings interfere with the normal pay schedule.

## **Payroll Reconciliations**

The payroll vendor is responsible for the preparation of quarterly and annual payroll tax filings. The Financial Consultants are responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

### ***Quarterly Reconciliation of Payroll to Accounting Records***

On a quarterly basis, the Financial Consultants will prepare a reconciliation of all salary accounts, benefit deductions and payroll taxes in the general ledger, to the Federal and State quarterly payroll tax forms. Any variances are researched and cleared within the month following quarter end.

### ***Annual Reconciliation of Payroll to Accounting Records***

On an annual calendar basis, the CMO performs a reconciliation of the annual Form 941, W-3 to General Ledger. Variances are researched and cleared by January 31 of the following year.

## **MANAGEMENT OF CASH**

### **Bank Accounts**

The School has the following accounts:

- Checking Account (Operating Account)
- Payroll Account
- Escrow Account\*

\*The Escrow Account for Dissolution is required by the School's Authorizer to be a Board of Trustees-controlled dissolution account, whose sole purpose is to pay for legal and audit expenses associated with the dissolution of the School should it occur. The School's Authorizer requires the School to set aside \$100,000 over the first three years in this Escrow Account earmarked for the above named purpose.

In all instances, the School is utilizing its accounts in a way that safely maximizes its overall interest income. The School has the following authorized signatories on the accounts:

- Head of School
- Board Treasurer
- CMO CFO
- CMO CEO

Board approval is required to open or close a bank account and will be recorded in the board meeting minutes.

The School recognizes that federal insurance on deposits with a participating bank institution is limited to a total of \$250,000.00, regardless of the number of accounts held. If deemed necessary, the School can work with the financial institution in order to secure such deposits in excess of federal coverage.

### **Bank Reconciliation**

- Monthly bank account reconciliations are processed by the Financial Consultants using



the accounting system.

- Any irregularities shall immediately be reported to the CMO CFO.
- A reconciled Bank Reconciliation report is filed monthly in the Schools online filing system and reviewed by the CMO leadership and/or Finance Consultants as part of the monthly close process.

### **Cash Transfers**

- Cash balances in all the School bank accounts will be monitored by the CMO Finance team to ensure that an adequate amount of funds are on hand to meet the School's financial obligations.
- Transfers among the School accounts may be initiated by the Financial Consultant and approved by the Director of Finance or their designee as needed, per approval from the CMO CFO.

### **Petty Cash Account**

The School does not maintain petty cash.

### **Investment of Funds**

The CMO CEO, CFO and Board Treasurer have been granted authority in conjunction with the Board Finance Committee approval to:

- Purchase and sell investments;
- Have access to investment certificates;
- Keep records of investments and investment earnings; and
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments.

### ***Authorization of Investment Vehicles***

The School's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the CMO CEO and Board Treasurer. The Board Treasurer and/or CMO CEO communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms.

### ***Reconciliation of Investment Accounts***

Investment account balances are reconciled with the general ledger balance by the Financial Consultants on a monthly basis.

## **RELATED PARTY TRANSACTIONS**

Expenses incurred across the Hebrew Public network or across shared sites may create instances where related parties may incur expenses on behalf of each other. The accounting for these transactions will be reviewed and reconciled among all entities regularly to ensure that they are recorded properly.

The entity incurring the expense will maintain the appropriate documentation (purchase orders, signed contracts, invoices, packing slips, etc.) for their records and also provide copies to the benefiting organization to ensure proper recording and to facilitate reimbursement.

As stated in the Educational Services Agreement between the Hebrew Public and each School, a management fee will be billed to the schools quarterly. Hebrew Public will provide an invoice and substantiating documentation of the agreed upon services provided. Payments will be made in accordance with the Schools' Financial Policies and Procedures.

If monies are owed between parties at fiscal year end, the party with the liability will make its best efforts to pay down that liability within the following fiscal year.

#### ***Cash Receipts/Contributions***

In the instances where funds are received by the Hebrew Public on behalf of the School or between Schools, funds will be transferred as soon as reasonably possible and the accounting records of both entities updated accordingly. All substantiating documentation will be included in both entities' files.

## **PROPERTY AND EQUIPMENT**

### **Capitalization Policy**

The School will capitalize items with an acquisition cost of \$5,000 or more and useful life greater than one year. Federal award purchases of \$5,000 or more per unit and useful life greater than one year will be capitalized. These items are also subject to the School's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$5,000 threshold, the items may be capitalized. For example, if a School buys 100 desks at \$250 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000, which will be capitalized.

### **Asset Tracking Process**

Upon receiving any property that qualifies as a fixed asset, the Director of Operations or designee is responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by the School;
- Asset name, use, condition and description;
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software);
- Serial number, model number, or other identification;
- Indicate if the title vests with the governmental agency, if required;
- Vendor name and acquisition date or date placed in service;
- Location of the equipment;
- Purchase Value;
- Disposal Date and Reason; and
- Specify dollar amount of any asset purchased with grant fund

Each item is also physically tagged in a visible area on the item and with an indication of whether the item belongs to the School or a governmental agency (i.e. purchased with grants such as Department of Youth and Community Development).

No employee may use or remove any of the School property, equipment, material or supplies without the prior approval of the Head of School and/or Director of Operations.

The Director of Operations performs inventory audits every 2 years (in addition, documented inventory audit is required if assets are purchased with federal funds), verifying, and updating the data contained in the Fixed Asset Tracking List. The Fixed Asset Tracking List is reconciled to the General Ledger by the Financial Consultants in partnership with the Director of Operations.

## Depreciation Policy

Depreciation associated with fixed assets is calculated based on the asset's useful life using the straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the School purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the School purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

| Asset Category                 | Useful Life                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------|
| Computers                      | 3 YEARS                                                                                              |
| Office and Classroom Equipment | 5 YEARS                                                                                              |
| Furniture and Fixtures         | 7 YEARS                                                                                              |
| Musical Instruments            | 3 YEARS                                                                                              |
| Leasehold Improvements         | Shorter of: 1) the useful life of the leasehold improvements, or 2) the remaining years of the lease |

|          |         |
|----------|---------|
| Software | 3 YEARS |
|----------|---------|

## **Disposition of Assets**

Any item that is damaged, sold, lost or stolen will be taken out of service and written off. For assets purchased with federal funds, the School must request disposition instructions from the federal awarding agency when required.

Otherwise, assets may be retained, sold or otherwise disposed as follows:

- Over \$5,000 – pay federal share
  - If equipment is sold: Federal awarding agency may permit non-Federal entity to deduct and retain \$500 or 10% of the proceeds for selling and handling instructions.
- Under \$5,000 – no accountability (still must formally dispose)

## **DEBT**

Board approval (as documented in the board meeting minutes) is required for incurring any loans, notes, bond financing or lines of credit for the School. The CMO CEO, CFO or their designee will be authorized to negotiate the debt on behalf of the board. Two signatures (CMO and Head of School) are required for all approved debt agreements.

All loan covenants and restrictions will be reported to the full Board when the debt is authorized. The CMO CEO, and/or CFO in partnership with the Auditors will periodically review and track the School's adherence to these covenants and report to the Board of Trustees if there are any violations or potential violations.

The Financial Consultants will reconcile the general ledger debt balances to statements or amortization schedules on a monthly basis as needed.

## **CONTRACTS AND LEASES**

The school grants contract-signing authorization to the following entities:

- CMO CEO
- CMO CFO
- CMO CAO
- Head of School

The Financial Consultants, Directors of Operations, and/or Auditors will periodically review contract or lease details and report to CMO Leadership if there are any violations or potential violations of the covenants. The CMO CEO, and/or CFO in partnership with the Director of Operations and/or

Financial Consultants will ensure that the appropriate accounting entries are made to properly reflect the obligations of the contract in conformity with accounting principles generally accepted in the United States of America.

### **Utilization of Independent Contractors/Consultants**

- When the School makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and will not be categorized as a regular employee.
- The School will maintain a written contract with the contractor/consultant.
- The School will obtain Form W-9 from the contractor/consultant prior to issuance of the first payment for services provided.
- In all cases where total payment exceeds \$600.00 in a calendar year, the School will issue IRS form 1099, as required by law.

### **IRS FORM 990 PREPARATION AND FILING**

The preparation of the School's IRS Form 990 and required State filings, if applicable, will be contracted out to the independent accountants. CMO CEO, and/or CFO in partnership with Financial Consultants will review the 990 draft. Any changes are communicated to the independent accountants and a revised draft is then forwarded to Board designee. The CEO and CFO will approve the IRS Form 990 prior to filing. This approval will be documented in the Board minutes. The 990 will be signed by the Board Treasurer and all Board Members will receive a copy.

### **INSURANCE COVERAGE**

The School maintains insurance policies such as: Commercial Umbrella Liability, Commercial General Liability, Excess Liability, Workers' Compensation, Student Accident, Directors' Errors and Omissions, Directors and Officers, Property and NYS Disability.

The Managing Director of Operations will conduct an annual review of all policies, coverage and any policy restrictions to preserve the School's assets and lower the risk of being underinsured. The Managing Director of Operations is responsible for procuring annual renewals with the School's insurance broker at least one month in advance of a policy's expiration. A summary of insurance coverage will be shared with the Board of Trustees for review of risk and liability.

Any vendor (including Independent Consultants) doing business on School grounds (e.g. food service, construction, maintenance, etc.) or with School's students (e.g. bus company) will carry adequate insurance that satisfies the School's requirements and will issue a certificate of insurance that names the School as Additional Insured.

## **RECORDS RETENTION**

### **Records Retention Policy**

All confidential paper records shall be maintained in locked facilities on School premises or stored offsite at a secure storage facility. All files and folders are stored virtually in the cloud and accessible through the internet. Shared files and folders are stored on Google Drive or Dropbox (or a similar online system)s. Annex 2 contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, [www.npccny.org](http://www.npccny.org).

The following corporate documents are maintained on-site or stored electronically:

- a. Charter and all related amendments;
- b. Minutes of the Board of Trustees and subcommittees meetings;
- c. Banking documents;
- d. Leases;
- e. Insurance policies;
- f. Vendor invoices;
- g. Grant and contract agreements;
- h. Fixed asset inventory list; and
- i. Tax returns and correspondence

### **Records Access Policy**

The CMO Leadership, Director of Operations and/or Financial Consultants will provide access to the School's records, as requested by any auditors, the school's authorizers or governmental agencies to facilitate the completion of such audits or reviews, in a timely manner.

### **Records Destruction Policy**

Once School records have reached the conclusion of their retention period according to the Records Retention Policy, a designated staff person may seek authorization from the Head of School or Director of Operations for their destruction. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. The School will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows:

- Paper records containing sensitive confidential information must be shredded and not disposed of with other waste.

- Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket." 2) Use of purchased software applications to remove all data from the storage device.
- It is recommended that sensitive confidential data stored on removable storage devices should be physically destroyed.

## **FRAUD AND MISAPPROPRIATION**

The School will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the School.

The CMO CFO in partnership with the Director of Operations and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

The CMO CEO, CFO, Director of Operations, Financial Consultants as well as each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

### **Actions Constituting Fraud**

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the School
- Misappropriation of funds, supplies, equipment, or other assets of the School
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the School
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

## **Reporting and Confidentiality**

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the CMO CEO or Board Chairperson immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the School from potential civil liability.

## **Authority for Investigation of Suspected Fraud**

Members of the Board of Trustees will have:

- Free and unrestricted access to all the School records and premises; and
- The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

## **Investigation Responsibilities**

The Board Chairperson of the School has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel. Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

## **Reporting Procedures**

An employee who discovers or suspects fraudulent activity will contact the CMO CEO or Chairperson of the Board of Trustees immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.



The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.

## **WHISTLEBLOWER POLICY**

The School is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules, and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its trustees, officers, and employees. This Policy applies to any matter related to the School's business and does not relate to private acts of an individual not connected to the business of the School. Further, this policy is intended to encourage and enable trustees, officers and employees to raise serious concerns within the School prior to seeking resolution outside the School.

### ***Reporting Responsibility***

It is the purpose of this policy to encourage trustees, officers or employees to report information that they reasonably and in good faith believe to be in violation of the Code of Ethics, the Policy on Conflict of Interests, applicable law or regulation, to a member of the Board of Trustees and Chairperson of the Board, in writing stating in detail the basis for belief of the violation or suspected violation.

### ***No Retaliation***

No individual who in good faith reports a violation or suspected violation shall suffer harassment, retaliation, or adverse employment consequence. An individual who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

### ***Reporting Violations***

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

### ***Handling of Reported Violations***

The Head of School will notify the sender and acknowledge receipt of the reported violation or

suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

The Board of Trustees shall take prompt action to assist in properly investigating the report of the alleged violation.

A copy of the Whistleblower policy will be distributed to all Trustees, Officers and Employees.

## **CODE OF ETHICS**

The Board of Trustees recognizes that sound, ethical standards of conduct increase the effectiveness of the School's governing body and staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence in the School and the attainment of its goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of this law, setting forth the standards of conduct required of all Trustees, Officers and employees. Unless otherwise defined herein, terms have the meanings written in the By-laws of the School (the "By-laws").

Therefore, every Trustee, Officer, and employee of the School, whether paid or unpaid, shall adhere to the following code of conduct:

1. Management of the School: The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, as well as the requirements set forth in the School's charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Gifts: A Trustee, Officer, or employee shall not directly or indirectly solicit any gifts from the School; nor shall a Trustee, Officer or Employee accept or receive any single gift having a value of \$100 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, or any other form. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
3. Gratuities and Kickbacks: No employee (or anyone under their direct supervision) may solicit, demand, accept, or agree to a gratuity, kickback, or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the content of any procurement standard, auditing, or rendering of advice.
4. Confidential Information: A Trustee, Officer, or Employee shall not disclose confidential

information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board meeting, whether such information is deemed confidential or not.

5. Representation before the Board: A Trustee, Officer, or Employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. Participation in Board Discussions and Votes: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall recuse him or herself from the discussion and/or vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below) or (b) a potential Conflict of Interest (as defined in the Conflict of Interest Policy).
7. Self-dealing Transactions: Neither members of the Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Board and in compliance with the Conflict of Interest Policy. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees, officers, or employees has a financial interest.
8. Disclosure of interest in matters before the Board: Under no circumstance will an employee of the School initiate, participate, or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, a relative, or an associate has financial interest. If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the Board or Board Chairperson.
9. Investments in Conflict with Official Duties: A Trustee, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties, except as approved by the Board and in compliance with the Conflict of Interest Policy.
10. Private employment: A Trustee, Officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

### ***Distribution of Code of Ethics***

A copy of this Code of Ethics is to be distributed annually to every Trustee, Officer, and Employee of the School. Each Trustee, Officer, and Employee elected, appointed or hired thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

### ***Reprimands and Penalties***

In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of the Board's Code of Ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

## **CONFLICT OF INTEREST**

### ***Interested Person***

The General Municipal Law defines prohibited conflicts of interest for School Trustees, Officers and Employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such officer, trustee, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

### ***Financial Interest***

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de minimis, in any entity with which the School has a transaction or arrangement,
- A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official duties, or was intended as a reward for any official action.

### ***Duty to Disclose***

Any Trustee, Officer or Employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in

writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### ***Determining Whether a Conflict of Interest Exists***

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the School and a board member or employee's spouse, minor children or dependents; a contract between the School and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the School and a board member or employee entered into preceding the election of the board member but not the renewal/renegotiation of that contract; a contract between the School and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the School and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

### ***Procedures for Addressing a Conflict of Interest***

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best

interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

### ***Violations of the Conflicts of Interest Policy***

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### ***Records of Proceedings***

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### ***Compensation***

A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### ***Annual Statements***

Each trustee, officer, and employee shall annually sign a statement which affirms such person:

- Has received a copy of the Code of Ethics and Policy on Conflicts of Interest,
- Has read and understands the Code of Ethics and Policy,
- Has agreed to comply with the Code of Ethics and Policy, and
- Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### ***Periodic Reviews***

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## **CONFIDENTIALITY**

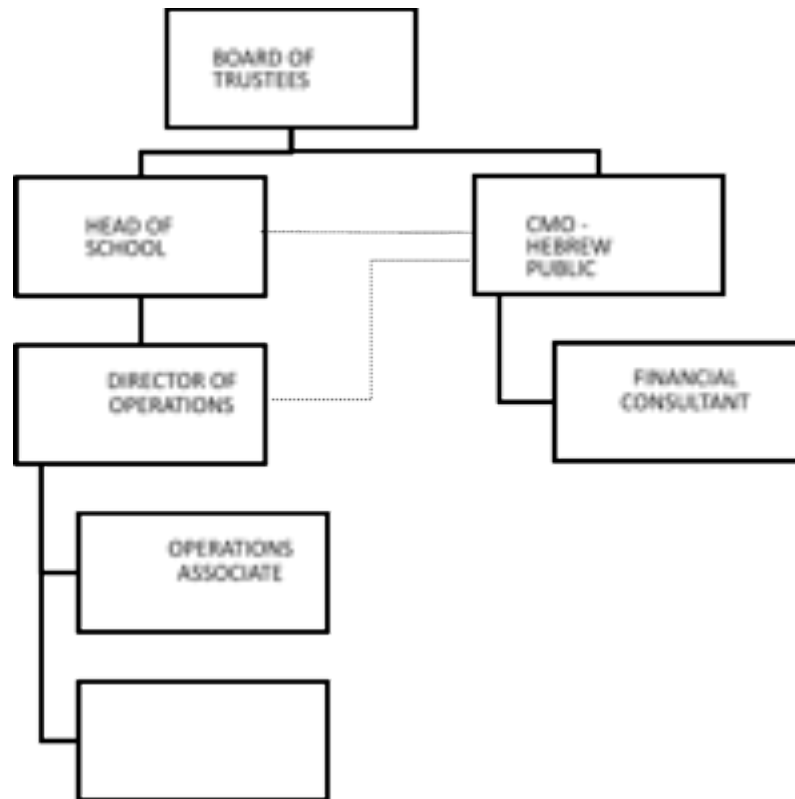
Confidential information includes all information gained during employment or service with the School that is not common knowledge including, but not limited to, student records, personnel records, financial or donation information (including donation lists, donor information, potential donors or business contacts.) All Trustees, Officers, and Employees must keep such information confidential.

Information about children, families, and employees should be used in a professional manner, only with those who have a business-related need-to-know, and should never be used as a topic of casual conversation or gossip.

Before the end of a term of service or employment with the School, Trustees, Officers and Employees must return to the School all Confidential Information without retaining it in any form. All other documents, data, manuals, security keys, and other items which are the School's property and which may be in the individual's possession or control should also be returned at this time. Any Confidential Information that cannot be returned must be destroyed.

To reference Hebrew Public's Confidentiality Policy please see Employee Handbook.

## Annex 1: Finance Team





## Annex 2: Requirements for Record Retention

|                                                                   |                |
|-------------------------------------------------------------------|----------------|
| <b>Accounting:</b>                                                |                |
| Accounts payable (ledger, schedules and invoices from vendors)    | 7 years        |
| Accounts receivable (ledger, schedules and invoices from vendors) | 7 years        |
| Audit Reports                                                     | Permanently    |
| Chart of Accounts                                                 | Permanently    |
| Depreciation schedules                                            | Permanently    |
| Expense records                                                   | 7 years        |
| Financial statements (annual)                                     | Permanently    |
| General ledger                                                    | Permanently    |
| Fixed asset purchases                                             | Permanently    |
| Inventory records                                                 | 7 years        |
| Loan payment schedules                                            | 7 years        |
| Purchase orders (1 copy)                                          | 7 years        |
| Sales records                                                     | 7 years        |
| Tax returns                                                       | Permanently    |
| <b>Bank Records:</b>                                              |                |
| Bank reconciliations                                              | 2 years        |
| Bank statements & Canceled checks                                 | 7 years        |
| Electronic payment records                                        | 7 years        |
| <b>Corporate Records:</b>                                         |                |
| Board minutes                                                     | Permanently    |
| Bylaws                                                            | Permanently    |
| Business licenses                                                 | Permanently    |
| Contracts - major                                                 | Life + 4 years |
| Contracts - minor                                                 | Life + 3 years |
| Insurance policies                                                | Permanently    |
| Leases/mortgages                                                  | Permanently    |
| Patents/trademarks                                                | Permanently    |
| <b>Employee Records:</b>                                          |                |
| Benefit plans                                                     | Permanently    |
| Employee files (ex-employees)                                     | 7 years        |

|                                                                                |                |
|--------------------------------------------------------------------------------|----------------|
| Employment applications                                                        | 3 years        |
| Employment taxes                                                               | 7 years        |
| Payroll records, including payments to pensioners Pension/profit sharing plans | 7 years        |
| Time books                                                                     | Permanently    |
| <b>Real Property Records:</b>                                                  |                |
| Construction records and Leasehold improvements                                | Permanently    |
| Lease payment records                                                          | Life + 4 years |
| Property appraisals by outside appraisers                                      | Permanently    |
| Real estate purchases                                                          | Permanently    |

**APPENDIX K**

| Revenue                        |                              |      |                  | Notes                                                                   |  |
|--------------------------------|------------------------------|------|------------------|-------------------------------------------------------------------------|--|
|                                | In-kind services             |      |                  |                                                                         |  |
|                                | Private contributions        |      | \$966,250.00     | Grant Support                                                           |  |
|                                | <b>Total Revenue</b>         |      | \$966,250.00     |                                                                         |  |
|                                |                              |      |                  |                                                                         |  |
| <b>Expenditures</b>            |                              |      |                  |                                                                         |  |
| <b>Salaries and Benefits</b>   |                              |      |                  |                                                                         |  |
|                                | <i>Salary–Administrators</i> | 111A | \$210,000        | Head of School (\$150K) + Director of Operations (\$60k Partial Salary) |  |
|                                | <i>Salary– Teachers</i>      | 111B |                  |                                                                         |  |
|                                | <i>Salary–Other</i>          | 112A |                  |                                                                         |  |
|                                | <i>Salary–Support staff</i>  | 112B |                  |                                                                         |  |
|                                | <i>Benefits</i>              | 200  | \$63,000         | Estimate 30% of Salary                                                  |  |
|                                | <b>Subtotal</b>              |      | <b>\$273,000</b> |                                                                         |  |
|                                |                              |      |                  |                                                                         |  |
| <b>Services and Activities</b> |                              |      |                  |                                                                         |  |
|                                | In-service staff development | 322  | \$7,500          | School Launch Professional Development for DO and HOS                   |  |
|                                | Pupil services               | 323  | -                |                                                                         |  |
|                                | Field trips                  | 324  | -                |                                                                         |  |
|                                | Parent activities            | 325  | \$25,000         | Family Engagement Events                                                |  |
|                                | Professional tech services   | 330  | \$5,000          | IT Setup for Administrator Technology                                   |  |
|                                | Accounting                   | 330  | \$15,000         | Financial Conulstant Contract                                           |  |
|                                | Audit                        | 331  | -                |                                                                         |  |
|                                | Student transportation       | 510  | -                |                                                                         |  |
|                                | Telephone                    | 530  | \$5,000          | Cell Phone Contracts for Leaders                                        |  |
|                                | Postage and shipping         | 530  | -                |                                                                         |  |
|                                | Travel                       | 580  | \$2,500          | Conferences/Staff Recruitment etc.                                      |  |
|                                | <b>Subtotal</b>              |      | <b>\$60,000</b>  |                                                                         |  |
|                                |                              |      |                  |                                                                         |  |
| <b>Physical Plant</b>          |                              |      |                  |                                                                         |  |
|                                | Rent                         | 400  | -                |                                                                         |  |
|                                | Utilities                    | 400  | -                |                                                                         |  |

|                                  |                               |     |                  |                                                                                                                                                                                               |  |
|----------------------------------|-------------------------------|-----|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                  | Custodial services            | 400 | -                |                                                                                                                                                                                               |  |
|                                  | Maintenance and repairs       | 400 | -                |                                                                                                                                                                                               |  |
|                                  | Renovations/expansion         | 400 | \$560,000        | New Facility Network Infrastructure<br>Phone System<br>Security System<br>Projectors<br>Staff Laptops<br>Copiers<br>Furniture<br>Food Service Equipment [warming kitchen]<br>Exterior Signage |  |
|                                  | <b>Subtotal</b>               |     | <b>\$560,000</b> |                                                                                                                                                                                               |  |
|                                  |                               |     |                  |                                                                                                                                                                                               |  |
| <b>Marketing and Development</b> |                               |     |                  |                                                                                                                                                                                               |  |
|                                  | Advertising                   | 590 | \$10,000         | Student Recruitment                                                                                                                                                                           |  |
|                                  | Printing                      | 590 |                  |                                                                                                                                                                                               |  |
|                                  | Insurance                     | 590 | \$10,000         | DOO Insurance                                                                                                                                                                                 |  |
|                                  | <b>Subtotal</b>               |     | <b>\$20,000</b>  |                                                                                                                                                                                               |  |
|                                  |                               |     |                  |                                                                                                                                                                                               |  |
| <b>Supplies and Equipment</b>    |                               |     |                  |                                                                                                                                                                                               |  |
|                                  | Supplies—Instructional        | 611 | -                |                                                                                                                                                                                               |  |
|                                  | Supplies—Administrative       | 612 | \$2,500          | Administrative Office Setup                                                                                                                                                                   |  |
|                                  | Supplies—General              | 690 |                  |                                                                                                                                                                                               |  |
|                                  | Textbooks                     | 641 | -                |                                                                                                                                                                                               |  |
|                                  | Library books                 | 642 | -                |                                                                                                                                                                                               |  |
|                                  | Computers                     | 700 | \$5,000          | New Technology for HOS and DO                                                                                                                                                                 |  |
|                                  | Furniture                     | 700 | -                |                                                                                                                                                                                               |  |
|                                  | Vehicles                      | 700 | -                |                                                                                                                                                                                               |  |
|                                  | Other equipment               | 700 | -                |                                                                                                                                                                                               |  |
|                                  | <b>Subtotal</b>               |     | <b>\$7,500</b>   |                                                                                                                                                                                               |  |
|                                  |                               |     |                  |                                                                                                                                                                                               |  |
| <b>Other Objects</b>             |                               |     |                  |                                                                                                                                                                                               |  |
|                                  | Other objects (e.g., in-kind) | 800 | \$0              |                                                                                                                                                                                               |  |
|                                  | <b>Subtotal</b>               |     | <b>\$0</b>       |                                                                                                                                                                                               |  |

|                                  |                        |     |                    |  |  |
|----------------------------------|------------------------|-----|--------------------|--|--|
|                                  |                        |     |                    |  |  |
| <b><i>Loan Repayments</i></b>    |                        |     |                    |  |  |
|                                  | Interest               | 900 | \$0                |  |  |
|                                  | Principal              | 900 | -                  |  |  |
|                                  | <b><i>Subtotal</i></b> |     | <b><i>\$0</i></b>  |  |  |
|                                  |                        |     |                    |  |  |
| <b><i>Total Expenditures</i></b> |                        |     | <b>\$920,500</b>   |  |  |
|                                  |                        |     |                    |  |  |
| <b>INCOME LESS EXPENDITURES</b>  |                        |     | <b>\$45,750.00</b> |  |  |



[illegible]



**\*NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

**\*NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

| ADMINISTRATIVE PERSONNEL FTE       | FTE    |        |        |        |        |        |        |        |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
|                                    | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
| Head of School                     | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    |
| Academic Dean                      | 0.0    | 1.0    | 1.0    | 2.0    | 2.0    | 4.0    | 5.0    | 5.0    |
| Student Services Coordinator       | 0.50   | 0.50   | 1.00   | 1.0    | 1.0    | 1.0    | 1.0    | 2.0    |
| Director of Operations and Finance | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    | 1.0    |
| TOTAL ADMINISTRATIVE STAFF         |        |        |        |        |        |        |        |        |

|                                                                        |
|------------------------------------------------------------------------|
| Yr1 - Yr5: 1 Head of School                                            |
| Yr2 and 3: 1 Academic Dean Yr4: 2 Academic Deans Yr5: 3 Academic Deans |
| Yrs 1-3: .25 Sped Coordinator Yr4-5: 1 Sped Coordinator                |
| Yr1 - Yr5: Director of Operations                                      |

| INSTRUCTIONAL PERSONNEL FTE                             |      |      |      |      |      |      |      |      |
|---------------------------------------------------------|------|------|------|------|------|------|------|------|
| Teachers - Regular                                      | 6.0  | 8.0  | 10.0 | 12.0 | 14.0 | 16.0 | 18.0 | 20.0 |
| Teachers - SPED                                         | 2.0  | 2.0  | 2.0  | 3.0  | 3.0  | 4.0  | 4.0  | 5.0  |
| Physical Education Teachers                             | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  | 2.0  | 2.0  |
| Hebrew Teachers                                         | 1.0  | 1.5  | 2.0  | 2.0  | 3.0  | 3.0  | 4.0  | 4.0  |
| Multilanguage Learner and Intervention Support Teachers | 1.0  | 1.0  | 2.0  | 2.0  | 2.0  | 3.0  | 3.0  | 3.0  |
| Music & Art Teachers                                    | 0.0  | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  |
| Social Worker                                           | 0.5  | 1.0  | 1.0  | 1.0  | 1.0  | 1.0  | 2.0  | 2.0  |
| Teaching Assistants                                     | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  |
| Culture Associate                                       | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 1.0  | 1.0  | 1.0  |
| TOTAL INSTRUCTIONAL                                     | 14.5 | 18.5 | 22.0 | 25.0 | 28.0 | 33.0 | 38.0 | 41.0 |

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| General Studies Teacher and Prek - Yr: 1: 6 Yr: 2: 8 Yr: 3:10 Yr: 4:12 Yr: 5:14 - (1 Gen. |
| Special Education Teachers- ICT - Yrs. 1-3: 2 Yr. 4-5: 3                                  |
| PE Teacher - Yr1-5: 1                                                                     |
| Hebrew Teachers - YR1: 1 ,Yr2: 1.5 , Yr3-4: 2 Yr5: 3                                      |
| Yr1-2: 1 MLL Interventionist/Bilingual Provider Yr3-5: 2 MLL Interventionists/Bilingual   |
| Music Teacher - Yr 1- .5, Yr2-5: 1                                                        |
| Social Worker - Yr1: .5 and Yr2-5:1                                                       |
| FTE Teaching Assistants - Yr 1-5: 3 (1 for each Prek and 1 for K Grade)                   |

| NON-INSTRUCTIONAL PERSONNEL FTE |     |     |     |     |     |     |     |     |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Nurse                           | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 |
| Ops Associate                   | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Custodian                       | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |     |     |     |
| Security                        | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |     |     |     |
| Other                           | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |     |     |     |
| TOTAL NON-INSTRUCTIONAL         |     |     |     |     |     |     |     |     |

|                             |      |      |      |      |      |      |      |      |
|-----------------------------|------|------|------|------|------|------|------|------|
| TOTAL PERSONNEL SERVICE FTE | 18.5 | 23.5 | 28.5 | 32.5 | 35.5 | 43.0 | 49.0 | 53.0 |
| STAFF/STUDENT RATIO         | 7.35 | 7.83 | 8.14 | 8.80 | 9.63 | 9.26 | 9.27 | 9.62 |

| ADMINISTRATIVE PERSONNEL WAGES |            | WAGES      |            |            |            |            |            |            |            |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Instructional Management       | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 | \$ 150,000 |
| Academic and Culture Dean      | \$ 75,000  | \$ -       | \$ 75,000  | \$ 75,000  | \$ 150,000 | \$ 150,000 | \$ 300,000 | \$ 375,000 | \$ 375,000 |
| SPED Coordinator               | \$ 75,000  | \$ 37,500  | \$ 37,500  | \$ 75,000  | \$ 75,000  | \$ 75,000  | \$ 75,000  | \$ 75,000  | \$ 150,000 |
| Director of Operations         | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  | \$ 80,000  |
| TOTAL ADMINISTRATIVE STAFF     |            | \$ 267,500 | \$ 342,500 | \$ 380,000 | \$ 455,000 | \$ 455,000 | \$ 605,000 | \$ 680,000 | \$ 755,000 |

| Descript on of Assumpt ons                                             |  |
|------------------------------------------------------------------------|--|
| Yr1 - Yr5: 1 Head of School                                            |  |
| Yr2 and 3: 1 Academic Dean Yr4: 2 Academic Deans Yr5: 3 Academic Deans |  |
| Yrs 1-3: .25 Sped Coordinator Yr4-5: 1 Sped Coordinator                |  |
| Yr1 - Yr5: Director of Operations                                      |  |

| INSTRUCTIONAL PERSONNEL WAGES |           |            |            |            |            |            |              |              |              |
|-------------------------------|-----------|------------|------------|------------|------------|------------|--------------|--------------|--------------|
| Teachers - Regular            | \$ 65,000 | \$ 390,000 | \$ 520,000 | \$ 650,000 | \$ 780,000 | \$ 910,000 | \$ 1,040,000 | \$ 1,170,000 | \$ 1,300,000 |
| Teachers - SPED               | \$ 67,000 | \$ 134,000 | \$ 134,000 | \$ 134,000 | \$ 201,000 | \$ 201,000 | \$ 276,000   | \$ 268,000   | \$ 335,000   |
| Physical Education Teacher    | \$ 65,000 | \$ 65,000  | \$ 65,000  | \$ 65,000  | \$ 65,000  | \$ 65,000  | \$ 69,000    | \$ 130,000   | \$ 130,000   |
| Hebrew Teachers               | \$ 67,000 | \$ 67,000  | \$ 100,500 | \$ 134,000 | \$ 134,000 | \$ 201,000 | \$ 201,000   | \$ 268,000   | \$ 268,000   |
| MLL                           | \$ 69,000 | \$ 69,000  | \$ 69,000  | \$ 138,000 | \$ 138,000 | \$ 138,000 | \$ 165,000   | \$ 207,000   | \$ 207,000   |
| Music Teacher                 | \$ 69,000 | \$ -       | \$ 69,000  | \$ 69,000  | \$ 69,000  | \$ 69,000  | \$ 69,000    | \$ 69,000    | \$ 69,000    |
| Social Worker                 | \$ 67,000 | \$ 33,500  | \$ 67,000  | \$ 67,000  | \$ 67,000  | \$ 67,000  | \$ 67,000    | \$ 134,000   | \$ 134,000   |
| Teaching Assistants           | \$ 55,000 | \$ 165,000 | \$ 165,000 | \$ 165,000 | \$ 165,000 | \$ 165,000 | \$ 165,000   | \$ 165,000   | \$ 165,000   |
| Culture Associate             | \$ 45,000 | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       |              |              |              |
| TOTAL INSTRUCTIONAL           |           |            |            |            |            |            |              |              |              |

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| General Studies Teacher and Prek - Yr: 1: 6 Yr: 2: 8 Yr: 3:10 Yr: 4:12 Yr: 5:14 - (1 Gen. |
| Special Education Teachers- ICT - Yrs. 1-3: 2 Yr. 4-5: 3                                  |
| PE Teacher - Yr1-5: 1                                                                     |
| Hebrew Teachers - YR1: 1 ,Yr2: 1.5 , Yr3-4: 2 Yr5: 3                                      |
| Yr1-2: 1 MLL Interventionist/Bilingual Provider Yr3-5: 2 MLL Interventionists/Bilingual   |
| Music Teacher - Yr 1- .5, Yr2-5: 1                                                        |
| Social Worker - Yr1: .5 and Yr2-5:1                                                       |
| FTE Teaching Assistants - Yr 1-5: 3 (1 for each Prek and 1 for K Grade)                   |

| NON-INSTRUCTIONAL PERSONNEL WAGES. |  |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|--|
| Nurse                              |  |  |  |  |  |  |  |  |
| Ops Associates                     |  |  |  |  |  |  |  |  |
| Custodian                          |  |  |  |  |  |  |  |  |
| Security                           |  |  |  |  |  |  |  |  |
| Other                              |  |  |  |  |  |  |  |  |
| TOTAL NON-INSTRUCTIONAL            |  |  |  |  |  |  |  |  |

|                                                      |
|------------------------------------------------------|
| Yr 1-5: .5 Nurse - Agency Placement                  |
| Yr 1 and 2: 1 Ops Associate Yr3 -5: 2 Ops Associates |

|                               |              |              |              |              |              |              |              |              |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| TOTAL PERSONNEL SERVICE WAGES | \$ 1,271,000 | \$ 1,612,000 | \$ 1,927,000 | \$ 2,199,000 | \$ 2,396,000 | \$ 2,817,000 | \$ 3,251,000 | \$ 3,523,000 |
| Avg salary                    | \$68,702.70  | \$68,595.74  | \$67,614.04  | \$67,661.54  | \$67,492.96  | \$65,511.63  | \$66,346.94  | \$66,471.70  |





















|                           |                              |             | FY1 - 2025-2026 | FY2 - 2026-2027 | FY3 - 2027-2028 | FY4 - 2028-2029 | FY5 - 2029-2030 | FY5 - 2029-2030 | FY5 - 2030-2031 | FY5 - 2031-2032                                |                                                                                                                                                                                                                                  |  |
|---------------------------|------------------------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Revenue                   |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                | NOTES                                                                                                                                                                                                                            |  |
|                           | Number of Students           |             | 136             | 184             | 232             | 286             | 342             | 398             | 454             | 510                                            | Includes 2 Sections of Prek                                                                                                                                                                                                      |  |
|                           | Base State PPR               |             | \$1,567,400     | \$2,120,600     | \$2,673,800     | \$3,296,150     | \$3,941,550     | \$4,586,950     | \$5,232,350     | \$5,877,750                                    | 11550 pp                                                                                                                                                                                                                         |  |
|                           | ELL PPR                      |             | \$37,970        | \$51,372        | \$64,773        | \$79,849        | \$95,484        | \$111,119       | \$126,754       | \$142,388                                      |                                                                                                                                                                                                                                  |  |
|                           | FRPL PPR                     |             | \$136,693       | \$184,938       | \$233,182       | \$287,457       | \$343,743       | \$400,028       | \$456,313       | \$512,599                                      |                                                                                                                                                                                                                                  |  |
|                           | Student entitlements         |             | \$79,070        | \$106,978       | \$134,885       | \$166,280       | \$198,839       | \$231,397       | \$263,956       | \$296,514                                      | Title I, IDEA, E-rate, and other federal Title programs                                                                                                                                                                          |  |
|                           | District Sped Reimbursements |             | \$174,200       | \$174,200       | \$174,200       | \$261,300       | \$261,300       | \$358,800       | \$348,400       | \$435,500                                      | equal to fully loaded sped teachers                                                                                                                                                                                              |  |
|                           | Food Aid                     |             | \$18,380        | \$24,868        | \$31,355        | \$38,653        | \$46,221        | \$53,790        | \$61,358        | \$68,927                                       | FRPL 51% - \$265 per student                                                                                                                                                                                                     |  |
|                           | Grants                       |             | \$1,175,000     | \$1,168,000     | \$664,000       | \$672,000       | \$684,000       | \$796,000       | \$908,000       | \$1,020,000                                    | Grant Support                                                                                                                                                                                                                    |  |
| Total Revenue             |                              | \$3,188,714 | \$3,830,954     | \$3,976,195     | \$4,801,690     | \$5,571,137     | \$6,538,084     | \$7,397,131     | \$8,353,678     |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Expenditures              |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Salaries and Benefits     |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           | Salary--Administrators       | 111A        |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$267,500       | \$342,500       | \$380,000       | \$455,000       | \$455,000       | \$610,000       | \$610,000       | \$610,000                                      | Year 1: Head of School, Ops director, .5 Sped Coord; Yr2:.5 to 1 sped coord & academic dean added in year 2; Hebrew/specials dean in year 4; culture dean in year 5                                                              |  |
|                           | Salary--Teachers             | 111B        |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$725,000       | \$957,500       | \$1,190,000     | \$1,387,000     | \$1,584,000     | \$1,848,000     | \$1,978,000     | \$2,178,000                                    | General Studies Teacher - Yr. 1: 6 Yr. 2: 9 Yr. 3:12 Yr. 4:15 Yr. 5:18 - 1 Gen. Ed Teacher per section<br>Special Education Teachers- ICT in each Grade K-5 - Yr. 1: 2 Yr. 2: 3 Yr. 3:4 Yr. 4:5 Yr. 5:6                          |  |
|                           | Salary--Other                | 112A        |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$198,500       | \$232,000       | \$232,000       | \$232,000       | \$232,000       | \$125,000       | \$125,000       | \$125,000                                      | Yr1: .5 Social worker, 2 assistant teachers, Yr2: .5 to 1 Social Worker, 2 assistant teachers Yr3: 1 Social Worker, 2 assistant teachers Yr4: 1 Social Worker, 2 assistant teachers , Yr5: 1 Social Worker, 2 assistant teachers |  |
|                           | Salary--Support staff        | 112B        |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$80,000        | \$80,000        | \$125,000       | \$125,000       | \$125,000       | \$125,000       | \$125,000       | \$125,000                                      | Yr 1 and 2: 1 Ops Associate Yr3 -5: 2 Ops Associates , Yr 1-5: .5 Nurse - Agency Placement                                                                                                                                       |  |
| Stipends                  |                              | \$25,000    | \$30,000        | \$30,000        | \$40,000        | \$45,000        | \$50,000        | \$55,000        | \$60,000        | MLL Support, GTL and Afterschool/Summer School |                                                                                                                                                                                                                                  |  |
| Benefits                  | 200                          | \$388,800   | \$492,600       | \$587,100       | \$671,700       | \$732,300       | \$827,400       | \$867,900       | \$929,400       | Payroll taxes & benefits - 30% of Payroll      |                                                                                                                                                                                                                                  |  |
| Subtotal                  |                              | \$1,684,800 | \$2,134,600     | \$2,544,100     | \$2,910,700     | \$3,173,300     | \$3,585,400     | \$3,760,900     | \$4,027,400     |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Services and Activities   |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           | In-service staff development | 322         |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$10,000        | \$15,000        | \$20,000        | \$25,000        | \$30,000        | \$40,000        | \$50,000        | \$60,000                                       | Includes on-site consultants for instructional coaching, workshops, and related staff professional development services                                                                                                          |  |
|                           | Pupil services               | 323         | \$50,000        | \$67,647        | \$85,294        | \$105,147       | \$125,735       | \$146,324       | \$166,912       | \$187,500                                      | afterschool programming; evaluation services; assessment; related services                                                                                                                                                       |  |
|                           | Field trips                  | 324         | \$4,896         | \$6,624         | \$8,352         | \$10,296        | \$12,312        | \$14,328        | \$16,344        | \$18,360                                       | \$36 Per student                                                                                                                                                                                                                 |  |
|                           | Parent activities            | 325         | \$2,720         | \$3,680         | \$4,640         | \$5,720         | \$6,840         | \$7,960         | \$9,080         | \$10,200                                       | \$20 per student                                                                                                                                                                                                                 |  |
|                           | Substitute Services          |             | \$15,000        | \$20,294        | \$25,588        | \$31,544        | \$37,721        | \$43,897        | \$50,074        | \$56,250                                       | Based on Historical Costs                                                                                                                                                                                                        |  |
|                           | Professional tech services   | 330         | \$38,000        | \$41,800        | \$45,980        | \$50,578        | \$55,636        | \$61,199        | \$67,319        | \$74,051                                       | Professional tech services \$3200 per month - Estimate 10% increase each year                                                                                                                                                    |  |
|                           | Uniforms                     |             | \$5,000         | \$5,000         | \$5,000         | \$6,164         | \$7,371         | \$8,578         | \$9,784         | \$10,991                                       | Based on Historical Costs                                                                                                                                                                                                        |  |
|                           | Food Services                |             | \$19,299        | \$26,111        | \$32,923        | \$40,586        | \$48,532        | \$56,479        | \$64,426        | \$72,373                                       | Based on Historical Costs                                                                                                                                                                                                        |  |
|                           | Legal                        |             | \$10,000        | \$10,000        | \$10,000        | \$17,500        | \$20,000        | \$20,000        | \$20,000        | \$20,000                                       | Based on Historical Costs                                                                                                                                                                                                        |  |
|                           | Accounting                   | 330         | \$45,000        | \$47,250        | \$49,613        | \$52,093        | \$54,698        | \$57,433        | \$60,304        | \$63,320                                       | Includes bookkeeping, AP/AR, Payroll Services                                                                                                                                                                                    |  |
|                           | Audit                        | 331         | \$27,000        | \$29,160        | \$31,493        | \$34,012        | \$36,733        | \$39,672        | \$42,846        | \$46,273                                       | Based on historical cost                                                                                                                                                                                                         |  |
|                           | Student transportation       | 510         | \$0             | \$0             | \$0             | \$0             | \$0             | \$0             | \$0             | \$0                                            | Transportation - Possible Reimbursement                                                                                                                                                                                          |  |
|                           | Telephone                    | 530         |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             | \$10,200        | \$11,400        | \$12,600        | \$12,600        | \$13,800        | \$15,000        | \$16,200        | \$17,400                                       | \$650 per month for general school/office phones and phones for staff and \$200 for internet                                                                                                                                     |  |
| Postage and shipping      | 530                          | \$4,080     | \$5,520         | \$6,960         | \$8,580         | \$10,260        | \$11,940        | \$13,620        | \$15,300        | \$30 Per student                               |                                                                                                                                                                                                                                  |  |
| Travel                    | 580                          | \$4,625     | \$5,875         | \$7,125         | \$8,125         | \$8,875         | \$10,750        | \$12,250        | \$13,250        | \$250 Per Staff Member                         |                                                                                                                                                                                                                                  |  |
| Subtotal                  |                              | \$245,820   | \$295,361       | \$345,567       | \$407,945       | \$468,513       | \$533,559       | \$599,159       | \$665,268       |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Physical Plant            |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
|                           | Rent                         | 400         | \$300,000       | \$300,000       | \$400,000       | \$400,000       | \$600,000       | \$800,000       | \$836,000       | \$900,000                                      | 15k sq ft in yrs 1-2; 17.5k in yr3, 20k in yr4; 25k in year5                                                                                                                                                                     |  |
|                           | Utilities                    | 400         | \$60,000        | \$63,000        | \$70,000        | \$80,000        | \$100,000       | \$160,000       | \$200,000       | \$240,000                                      | Cost is an estimate \$4 per sq ft.                                                                                                                                                                                               |  |
|                           | Custodial services           | 400         |                 |                 |                 |                 |                 |                 |                 |                                                | Estimate based on square footage. Contracted Maintenance (\$6 per sq ft) and Supplies (\$2.00 per square foot)                                                                                                                   |  |
|                           |                              |             | \$120,000       | \$120,000       | \$140,000       | \$160,000       | \$180,000       | \$200,000       | \$220,000       | \$240,000                                      |                                                                                                                                                                                                                                  |  |
|                           | Maintenance and repairs      | 400         | \$19,500        | \$21,450        | \$23,595        | \$25,955        | \$28,550        | \$31,405        | \$34,545        | \$38,000                                       | Estimate \$1625 a month and then 10% increase each year                                                                                                                                                                          |  |
|                           | Renovations/expansion        | 400         |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Subtotal                  |                              | \$499,500   | \$504,450       | \$633,595       | \$665,955       | \$908,550       | \$1,191,405     | \$1,290,545     | \$1,418,000     |                                                |                                                                                                                                                                                                                                  |  |
|                           |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |
| Marketing and Development |                              |             |                 |                 |                 |                 |                 |                 |                 |                                                |                                                                                                                                                                                                                                  |  |

|                                 |                               |     | FY1 - 2025-2026    | FY2 - 2026-2027    | FY3 - 2027-2028    | FY4 - 2028-2029    | FY5 - 2029-2030    | FY5 - 2029-2030    | FY5 - 2030-2031    | FY5 - 2031-2032    |                                                                                                                              |  |
|---------------------------------|-------------------------------|-----|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------|--|
|                                 | Charter Management Org        | 590 | \$87,103           | \$117,845          | \$163,447          | \$366,346          | \$438,078          | \$509,810          | \$581,542          | \$653,274          | Yr 1/2 - 5% , Yr. 3 - 5.5% Yr. 4 and 5 - 10%                                                                                 |  |
|                                 | Advertising                   | 590 | \$40,000           | \$30,000           | \$20,000           | \$25,000           | \$25,000           | \$30,000           | \$30,000           | \$30,000           | Student and Staff Recruitment - Includes ads, community outreach, newspapers, mailings, meetings - Based on historical costs |  |
|                                 | Printing                      | 590 | \$4,080            | \$5,520            | \$6,960            | \$8,580            | \$10,260           | \$11,940           | \$13,620           | \$15,300           | \$30 per student.                                                                                                            |  |
|                                 | Insurance                     | 590 | \$25,000           | \$27,000           | \$29,160           | \$31,493           | \$34,012           | \$36,733           | \$39,672           | \$42,846           | Based on historical costs 8% increase each year                                                                              |  |
|                                 | <b>Subtotal</b>               |     | <b>\$156,183</b>   | <b>\$180,365</b>   | <b>\$219,567</b>   | <b>\$431,418</b>   | <b>\$507,350</b>   | <b>\$588,483</b>   | <b>\$664,834</b>   | <b>\$741,419</b>   |                                                                                                                              |  |
|                                 |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
| <b>Supplies and Equipment</b>   |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | Supplies—Instructional        | 611 | \$27,200           | \$36,800           | \$35,000           | \$57,200           | \$68,400           | \$79,600           | \$90,800           | \$102,000          | \$200 A student                                                                                                              |  |
|                                 | Supplies—Administrative       | 612 | \$38,100           | \$51,547           | \$50,000           | \$61,638           | \$73,707           | \$85,776           | \$97,845           | \$109,914          | Includes Office Supplies (\$1500 per month), Postage & Delivery (\$2500 per year) and Copier Lease/Printer/Fax Supplies      |  |
|                                 | Supplies—General              | 690 | \$4,760            | \$6,440            | \$8,120            | \$10,010           | \$11,970           | \$13,930           | \$15,890           | \$17,850           | \$35 Per Student                                                                                                             |  |
|                                 | Textbooks                     | 641 | \$15,640           | \$21,160           | \$15,000           | \$32,890           | \$39,330           | \$45,770           | \$52,210           | \$58,650           | \$115 Per Student                                                                                                            |  |
|                                 | Student Assessments           |     | \$2,040            | \$2,760            | \$3,480            | \$4,290            | \$5,130            | \$5,970            | \$6,810            | \$7,650            | \$15 Per Student                                                                                                             |  |
|                                 | Curriculum Platforms          |     | \$15,000           | \$20,294           | \$20,000           | \$24,655           | \$29,483           | \$34,310           | \$39,138           | \$43,966           | Powerschool, AIS, Performance Matters                                                                                        |  |
|                                 | Library books                 | 642 | \$3,000            | \$4,000            | \$5,000            | \$6,000            | \$7,000            | \$8,000            | \$9,000            | \$10,000           | \$500 per classroom                                                                                                          |  |
|                                 | Computers                     | 700 | \$15,000           | \$19,950           | \$20,650           | \$21,350           | \$23,100           | \$23,100           | \$23,100           | \$23,100           | Yr1 Included in Preopening - YRs 2-5; average \$350 per NEW                                                                  |  |
|                                 | Furniture                     | 700 | \$26,000           | \$16,000           | \$16,000           | \$16,000           | \$16,000           | \$16,000           | \$16,000           | \$16,000           | Yr1 Included in Preopening - Based on classroom - \$8,000 per classroom / \$6,000 Admin.                                     |  |
|                                 | Sports Equipment              |     | \$6,800            | \$9,200            | \$4,500            | \$14,300           | \$17,100           | \$19,900           | \$22,700           | \$25,500           | \$50 Per student                                                                                                             |  |
|                                 | Vehicles                      | 700 |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | Other equipment               | 700 |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | <b>Subtotal</b>               |     | <b>\$153,540</b>   | <b>\$188,151</b>   | <b>\$177,750</b>   | <b>\$248,333</b>   | <b>\$291,220</b>   | <b>\$332,356</b>   | <b>\$373,493</b>   | <b>\$414,629</b>   |                                                                                                                              |  |
|                                 |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
| <b>Other Objects</b>            |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | Other objects (e.g., in-kind) | 800 |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | <b>Subtotal</b>               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
| <b>Loan Repayments</b>          |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | Interest                      | 900 |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | Principal                     | 900 |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 | <b>Subtotal</b>               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
|                                 |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
| <b>Total Expenditures</b>       |                               |     | <b>\$2,739,844</b> | <b>\$3,302,928</b> | <b>\$3,920,579</b> | <b>\$4,664,351</b> | <b>\$5,348,932</b> | <b>\$6,231,203</b> | <b>\$6,688,931</b> | <b>\$7,266,717</b> |                                                                                                                              |  |
|                                 |                               |     |                    |                    |                    |                    |                    |                    |                    |                    |                                                                                                                              |  |
| <b>INCOME LESS EXPENDITURES</b> |                               |     | <b>\$448,870</b>   | <b>\$528,026</b>   | <b>\$55,616</b>    | <b>\$137,339</b>   | <b>\$222,205</b>   | <b>\$306,880</b>   | <b>\$708,200</b>   | <b>\$1,086,961</b> |                                                                                                                              |  |

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|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
|----------------------------------------------|-----|-------------|-------------|-------------|-----------|------------|------------|-----------|-----------|------------|------------|-----------|------------|------------|--------------|
| Postage and shipping                         | 530 | \$4,080     | \$340       | \$340       | \$340     | \$340      | \$340      | \$340     | \$340     | \$340      | \$340      | \$340     | \$340      | \$340      | \$4,080      |
| Travel                                       | 580 | \$4,625     | \$385       | \$385       | \$385     | \$385      | \$385      | \$385     | \$385     | \$385      | \$385      | \$385     | \$385      | \$385      | \$4,625      |
| Subtotal                                     |     | \$245,820   | \$32,902    | \$16,152    | \$16,152  | \$16,152   | \$32,902   | \$16,152  | \$16,152  | \$16,152   | \$25,402   | \$16,152  | \$16,152   | \$25,402   | \$245,820    |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Physical Plant                               |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Rent                                         | 400 | \$300,000   | \$25,000    | \$25,000    | \$25,000  | \$25,000   | \$25,000   | \$25,000  | \$25,000  | \$25,000   | \$25,000   | \$25,000  | \$25,000   | \$25,000   | \$300,000    |
| Utilities                                    | 400 | \$60,000    | \$5,000     | \$5,000     | \$5,000   | \$5,000    | \$5,000    | \$5,000   | \$5,000   | \$5,000    | \$5,000    | \$5,000   | \$5,000    | \$5,000    | \$60,000     |
| Custodial services                           | 400 | \$120,000   | \$10,000    | \$10,000    | \$10,000  | \$10,000   | \$10,000   | \$10,000  | \$10,000  | \$10,000   | \$10,000   | \$10,000  | \$10,000   | \$10,000   | \$120,000    |
| Maintenance and repairs                      | 400 | \$19,500    | \$1,625     | \$1,625     | \$1,625   | \$1,625    | \$1,625    | \$1,625   | \$1,625   | \$1,625    | \$1,625    | \$1,625   | \$1,625    | \$1,625    | \$19,500     |
| Renovations/expansion                        | 400 |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Subtotal                                     |     | \$499,500   | \$41,625    | \$41,625    | \$41,625  | \$41,625   | \$41,625   | \$41,625  | \$41,625  | \$41,625   | \$41,625   | \$41,625  | \$41,625   | \$41,625   | \$499,500    |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Marketing and Development                    |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Charter Management Org                       | 590 | \$87,103    |             |             | \$21,776  |            |            | \$21,776  |           |            | \$21,776   |           |            | \$21,776   | \$87,103     |
| Advertising                                  | 590 | \$40,000    |             |             | \$10,000  |            |            | \$10,000  |           |            | \$10,000   |           |            | \$10,000   | \$40,000     |
| Printing                                     | 590 | \$4,080     | \$340       | \$340       | \$340     | \$340      | \$340      | \$340     | \$340     | \$340      | \$340      | \$340     | \$340      | \$340      | \$4,080      |
| Insurance                                    | 590 | \$25,000    | \$25,000    |             |           |            |            |           |           |            |            |           |            |            | \$25,000     |
| Subtotal                                     |     | \$156,183   | \$25,340    | \$340       | \$32,116  | \$340      | \$340      | \$32,116  | \$340     | \$340      | \$32,116   | \$340     | \$340      | \$32,116   | \$156,183    |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Supplies and Equipment                       |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Supplies—Instructional                       | 611 | \$27,200    | \$2,267     | \$2,267     | \$2,267   | \$2,267    | \$2,267    | \$2,267   | \$2,267   | \$2,267    | \$2,267    | \$2,267   | \$2,267    | \$2,267    | \$27,200     |
| Supplies—Administrative                      | 612 | \$38,100    | \$3,175     | \$3,175     | \$3,175   | \$3,175    | \$3,175    | \$3,175   | \$3,175   | \$3,175    | \$3,175    | \$3,175   | \$3,175    | \$3,175    | \$38,100     |
| Supplies—General                             | 690 | \$4,760     | \$397       | \$397       | \$397     | \$397      | \$397      | \$397     | \$397     | \$397      | \$397      | \$397     | \$397      | \$397      | \$4,760      |
| Textbooks                                    | 641 | \$15,640    | \$1,303     | \$1,303     | \$1,303   | \$1,303    | \$1,303    | \$1,303   | \$1,303   | \$1,303    | \$1,303    | \$1,303   | \$1,303    | \$1,303    | \$15,640     |
| Student Assessments                          |     | \$2,040     | \$170       | \$170       | \$170     | \$170      | \$170      | \$170     | \$170     | \$170      | \$170      | \$170     | \$170      | \$170      | \$2,040      |
| Curriculum Platforms                         |     | \$15,000    | \$1,250     | \$1,250     | \$1,250   | \$1,250    | \$1,250    | \$1,250   | \$1,250   | \$1,250    | \$1,250    | \$1,250   | \$1,250    | \$1,250    | \$15,000     |
| Library books                                | 642 | \$3,000     | \$250       | \$250       | \$250     | \$250      | \$250      | \$250     | \$250     | \$250      | \$250      | \$250     | \$250      | \$250      | \$3,000      |
| Computers                                    | 700 | \$15,000    | \$1,250     | \$1,250     | \$1,250   | \$1,250    | \$1,250    | \$1,250   | \$1,250   | \$1,250    | \$1,250    | \$1,250   | \$1,250    | \$1,250    | \$15,000     |
| Furniture                                    | 700 | \$26,000    | \$2,167     | \$2,167     | \$2,167   | \$2,167    | \$2,167    | \$2,167   | \$2,167   | \$2,167    | \$2,167    | \$2,167   | \$2,167    | \$2,167    | \$26,000     |
| Sports Equipment                             |     | \$6,800     | \$3,400     |             |           |            |            | \$3,400   |           |            |            |           |            |            | \$6,800      |
| Vehicles                                     | 700 |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Other equipment                              | 700 |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Subtotal                                     |     | \$153,540   | \$15,628    | \$12,228    | \$12,228  | \$12,228   | \$12,228   | \$15,628  | \$12,228  | \$12,228   | \$12,228   | \$12,228  | \$12,228   | \$12,228   | \$153,540    |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Total Expenditures                           |     | \$2,739,844 | \$169,391   | \$217,132   | \$248,908 | \$217,132  | \$233,882  | \$252,308 | \$233,382 | \$217,132  | \$258,158  | \$217,132 | \$217,132  | \$258,158  | \$2,739,844  |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Subtract Property and Equipment Expenditures |     |             | \$ (75,000) | \$ (75,000) |           |            |            |           |           |            |            |           |            |            | \$ (150,000) |
|                                              |     |             |             |             |           |            |            |           |           |            |            |           |            |            |              |
| Net Income                                   |     | #REF!       | #REF!       | #REF!       | #REF!     | -\$217,132 | -\$233,882 | \$296,172 | #REF!     | -\$217,132 | -\$258,158 | #REF!     | -\$217,132 | -\$258,158 | #REF!        |
| Beginning Cash Balance                       |     |             | \$45,750    | #REF!       | #REF!     | #REF!      | #REF!      | #REF!     | #REF!     | #REF!      | #REF!      | #REF!     | #REF!      | #REF!      | \$45,750     |
| ENDING CASH BALANCE                          |     |             | #REF!       | #REF!       | #REF!     | #REF!      | #REF!      | #REF!     | #REF!     | #REF!      | #REF!      | #REF!     | #REF!      | #REF!      | #REF!        |

[illegible]

|                           |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
|---------------------------|-----|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| Travel                    | 580 | \$5,875     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$490     | \$5,875     |
| Subtotal                  |     | \$295,361   | \$38,223  | \$19,683  | \$19,683  | \$19,683  | \$38,223  | \$19,683  | \$19,683  | \$19,683  | \$30,723  | \$19,683  | \$19,683  | \$30,723  | \$295,361   |
| Physical Plant            |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Rent                      | 400 | \$300,000   | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$25,000  | \$300,000   |
| Utilities                 | 400 | \$63,000    | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$5,250   | \$63,000    |
| Custodial services        | 400 | \$120,000   | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$120,000   |
| Maintenance and repairs   | 400 | \$21,450    | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$1,788   | \$21,450    |
| Renovations/expansion     | 400 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Subtotal                  |     | \$504,450   | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$42,038  | \$504,450   |
| Marketing and Development |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Charter Management Org    | 590 | \$117,845   |           |           | \$29,461  |           |           | \$29,461  |           |           | \$29,461  |           |           | \$29,461  | \$117,845   |
| Advertising               | 590 | \$30,000    |           |           | \$7,500   |           |           | \$7,500   |           |           | \$7,500   |           |           | \$7,500   | \$30,000    |
| Printing                  | 590 | \$5,520     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$460     | \$5,520     |
| Insurance                 | 590 | \$27,000    | \$27,000  |           |           |           |           |           |           |           |           |           |           |           | \$27,000    |
| Subtotal                  |     | \$180,365   | \$27,460  | \$460     | \$37,421  | \$460     | \$460     | \$37,421  | \$460     | \$460     | \$37,421  | \$460     | \$460     | \$37,421  | \$180,365   |
| Supplies and Equipment    |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Supplies—Instructional    | 611 | \$36,800    | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$3,067   | \$36,800    |
| Supplies—Administrative   | 612 | \$51,547    | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$4,296   | \$51,547    |
| Supplies—General          | 690 | \$6,440     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$537     | \$6,440     |
| Textbooks                 | 641 | \$21,160    | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$1,763   | \$21,160    |
| Student Assessments       |     | \$2,760     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$230     | \$2,760     |
| Curriculum Platforms      |     | \$20,294    | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$1,691   | \$20,294    |
| Library books             | 642 | \$4,000     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$333     | \$4,000     |
| Computers                 | 700 | \$19,950    | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$1,663   | \$19,950    |
| Furniture                 | 700 | \$16,000    | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$16,000    |
| Sports Equipment          |     | \$9,200     | \$4,600   |           |           |           |           | \$4,600   |           |           |           |           |           |           | \$9,200     |
| Vehicles                  | 700 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Other equipment           | 700 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Subtotal                  |     | \$188,151   | \$19,513  | \$14,913  | \$14,913  | \$14,913  | \$14,913  | \$19,513  | \$14,913  | \$14,913  | \$14,913  | \$14,913  | \$14,913  | \$14,913  | \$188,151   |
|                           |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Total Expenditures        |     | \$3,302,928 | \$192,504 | \$263,442 | \$300,403 | \$263,442 | \$281,982 | \$305,003 | \$282,942 | \$263,442 | \$311,443 | \$263,442 | \$263,442 | \$311,443 | \$3,302,928 |



| Charter School Name:         |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
|------------------------------|------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
|                              |      | Budget      | July      | Aug       | Sept      | Oct       | Nov       | Dec       | Jan       | Feb       | March     | April     | May       | June      | Totals      |
| Beginning Balance            |      |             | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!     | #REF!       |
| Revenue                      |      | \$3,976,195 | #REF!     | #REF!     | #REF!     |           |           | \$667,560 | #REF!     |           |           | #REF!     |           |           | #REF!       |
|                              |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Number of Students           |      | 232         |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Base State PPR               |      | \$2,673,800 | \$534,760 |           | \$534,760 |           |           | \$534,760 | \$534,760 |           |           | \$534,760 |           |           | \$2,673,800 |
| ELL PPR                      |      | \$64,773    | \$16,193  |           | \$16,193  |           |           |           | \$16,193  |           |           | \$16,193  |           |           | \$64,773    |
| FRPL PPR                     |      | \$233,182   | \$58,296  |           | \$58,296  |           |           |           | \$58,296  |           |           | \$58,296  |           |           | \$233,182   |
| Adjusted ECS                 |      | #REF!       | #REF!     |           |           |           |           |           | #REF!     |           |           |           |           |           | #REF!       |
| Student entitlements         |      | \$134,885   |           |           | \$44,962  |           |           |           | \$44,962  |           |           | \$44,962  |           |           | \$134,885   |
| District Sped Reimbursements |      | \$174,200   |           |           | \$58,067  |           |           |           | \$58,067  |           |           | \$58,067  |           |           | \$174,200   |
| Food Aid                     |      | \$31,355    |           |           | \$10,452  |           |           |           | \$10,452  |           |           | \$10,452  |           |           | \$31,355    |
| CSP Grant                    |      | \$664,000   |           | \$132,800 | \$132,800 |           |           | \$132,800 | \$132,800 |           |           | \$132,800 |           |           | \$664,000   |
| PCLB Ongoing Grant           |      | #REF!       |           | #REF!     | #REF!     |           |           |           | #REF!     |           |           | #REF!     |           |           | #REF!       |
| PCLB CMO Support             |      | #REF!       |           |           |           |           |           |           |           |           |           |           |           |           |             |
| PCLB Launch Grant            |      | #REF!       |           | #REF!     |           |           |           |           | #REF!     |           |           | #REF!     |           |           | #REF!       |
|                              |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Total Revenue                |      | #REF!       | #REF!     | #REF!     | #REF!     |           |           | \$667,560 | #REF!     |           |           | #REF!     |           |           | #REF!       |
|                              |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Expenditures                 |      |             |           |           |           |           |           |           |           |           |           |           |           |           | 0           |
| Salaries and Benefits        |      |             |           |           |           |           |           |           |           |           |           |           |           |           | 0           |
| Salary—Administrators        | 111A | \$380,000   | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$31,667  | \$380,000   |
| Salary—Teachers              | 111B | \$1,190,000 |           | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$108,182 | \$1,190,000 |
| Salary—Other                 | 112A | \$232,000   |           | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$21,091  | \$232,000   |
| Salary—Support staff         | 112B | \$125,000   | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$10,417  | \$125,000   |
| Stipends                     |      | \$30,000    | \$15,000  |           |           |           |           |           | \$15,000  |           |           |           |           |           | \$30,000    |
| Benefits                     | 200  | \$587,100   | \$17,125  | \$51,407  | \$51,407  | \$51,407  | \$51,407  | \$51,407  | \$55,907  | \$51,407  | \$51,407  | \$51,407  | \$51,407  | \$51,407  | \$587,100   |
| Subtotal                     |      | \$2,544,100 | \$74,208  | \$222,763 | \$222,763 | \$222,763 | \$222,763 | \$222,763 | \$242,263 | \$222,763 | \$222,763 | \$222,763 | \$222,763 | \$222,763 | \$2,544,100 |
|                              |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Services and Activities      |      |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| In-service staff development | 322  | \$20,000    | \$5,000   |           |           |           | \$5,000   |           |           |           | \$5,000   |           |           | \$5,000   | \$20,000    |
| Pupil services               | 323  | \$85,294    | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$7,108   | \$85,294    |
| Field trips                  | 324  | \$8,352     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$696     | \$8,352     |
| Parent activities            | 325  | \$4,640     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$387     | \$4,640     |
| Substitutes                  |      | \$25,588    | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$2,132   | \$25,588    |
| Professional tech services   | 330  | \$45,980    | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$3,832   | \$45,980    |
| Uniforms                     |      | \$5,000     | \$2,500   |           |           |           | \$2,500   |           |           |           |           |           |           |           | \$5,000     |
| Food Services                |      | \$32,923    | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$2,744   | \$32,923    |
| Legal                        |      | \$10,000    | \$5,000   |           |           |           | \$5,000   |           |           |           |           |           |           |           | \$10,000    |
| Accounting                   | 330  | \$49,613    | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$4,134   | \$49,613    |
| Audit                        | 331  | \$31,493    | \$7,873   |           |           |           | \$7,873   |           |           |           | \$7,873   |           |           | \$7,873   | \$31,493    |
| Student transportation       | 510  | \$0         |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Telephone                    | 530  | \$12,600    | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$1,050   | \$12,600    |
| Postage and shipping         | 530  | \$6,960     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$6,960     |

|                           |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
|---------------------------|-----|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| Travel                    | 580 | \$7,125     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$594     | \$7,125     |
| Subtotal                  |     | \$345,567   | \$43,629  | \$23,256  | \$23,256  | \$23,256  | \$43,629  | \$23,256  | \$23,256  | \$23,256  | \$36,129  | \$23,256  | \$23,256  | \$36,129  | \$345,567   |
| Physical Plant            |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Rent                      | 400 | \$400,000   | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$33,333  | \$400,000   |
| Utilities                 | 400 | \$70,000    | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$5,833   | \$70,000    |
| Custodial services        | 400 | \$140,000   | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$11,667  | \$140,000   |
| Maintenance and repairs   | 400 | \$23,595    | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$1,966   | \$23,595    |
| Renovations/expansion     | 400 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Subtotal                  |     | \$633,595   | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$52,800  | \$633,595   |
| Marketing and Development |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Charter Management Org    | 590 | \$163,447   |           |           | \$40,862  |           |           | \$40,862  |           |           | \$40,862  |           |           | \$40,862  | \$163,447   |
| Advertising               | 590 | \$20,000    |           |           | \$5,000   |           |           | \$5,000   |           |           | \$5,000   |           |           | \$5,000   | \$20,000    |
| Printing                  | 590 | \$6,960     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$580     | \$6,960     |
| Insurance                 | 590 | \$29,160    | \$29,160  |           |           |           |           |           |           |           |           |           |           |           | \$29,160    |
| Subtotal                  |     | \$219,567   | \$29,740  | \$580     | \$46,442  | \$580     | \$580     | \$46,442  | \$580     | \$580     | \$46,442  | \$580     | \$580     | \$46,442  | \$219,567   |
| Supplies and Equipment    |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Supplies—Instructional    | 611 | \$35,000    | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$2,917   | \$35,000    |
| Supplies—Administrative   | 612 | \$50,000    | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$4,167   | \$50,000    |
| Supplies—General          | 690 | \$8,120     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$677     | \$8,120     |
| Textbooks                 | 641 | \$15,000    | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$1,250   | \$15,000    |
| Student Assessments       |     | \$3,480     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$290     | \$3,480     |
| Curriculum Platforms      |     | \$20,000    | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$1,667   | \$20,000    |
| Library books             | 642 | \$5,000     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$417     | \$5,000     |
| Computers                 | 700 | \$20,650    | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$1,721   | \$20,650    |
| Furniture                 | 700 | \$16,000    | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$1,333   | \$16,000    |
| Sports Equipment          |     | \$4,500     | \$2,250   |           |           |           |           | \$2,250   |           |           |           |           |           |           | \$4,500     |
| Vehicles                  | 700 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Other equipment           | 700 |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Subtotal                  |     | \$177,750   | \$16,688  | \$14,438  | \$14,438  | \$14,438  | \$14,438  | \$16,688  | \$14,438  | \$14,438  | \$14,438  | \$14,438  | \$14,438  | \$14,438  | \$177,750   |
|                           |     |             |           |           |           |           |           |           |           |           |           |           |           |           |             |
| Total Expenditures        |     | \$3,920,579 | \$217,065 | \$313,836 | \$359,698 | \$313,836 | \$334,209 | \$361,948 | \$333,336 | \$313,836 | \$372,571 | \$313,836 | \$313,836 | \$372,571 | \$3,920,579 |

## **APPENDIX L**



## Hebrew Teacher

**Location:** 829 Father Capodanno Boulevard, Staten Island, New York

**Start Date:** Summer 2022

**Network Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)

**School Website:** <https://sihebrewpublic.org/>

### About the Organization:

*Hebrew Public Charter Schools for Global Citizens.* Hebrew Public is a national network of diverse-by-design public charter schools that teach children of all backgrounds to become productive global citizens. Our schools are models of racial and economic integration, academic excellence, and foreign language learning.

Hebrew Public's network currently contains thirteen schools in four states and the District of Columbia, serving more than 2,500 students. In New York City, we serve as the Charter Management Organization for schools in Brooklyn and Harlem.

The network's first school in Staten Island, Staten Island Hebrew Public, will open in fall of 2022, serving 120 students in kindergarten and 1st grade. The school will add a grade level each year until it ultimately serves grades K to 8 in the 2029-30 school year. SIHP provides students with a sophisticated core curriculum in English Language Arts, mathematics, Modern Hebrew, the sciences, social studies, art, music, and physical education.

### About the Position:

This is an exciting time to join Staten Island Hebrew Public and serve as a founding Hebrew Teacher. Join a remarkable community of educators and social changemakers who are passionate about meaningful integration and global education and are relentlessly committed to ensuring students from all backgrounds attain high levels of academic achievement. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a driven Elementary Hebrew Teacher for the 2022-2023 school year that operates with a high sense of urgency and possesses a strong work ethic

### Job Responsibilities and Characteristics:

- Design and submit weekly lesson plans that reflect the school's proficiency-based curriculum and that are based on current second language acquisition principles;
- Conduct immersive Hebrew lessons, and anytime throughout the school day, communicate with students exclusively in Hebrew;
- Analyze, design and document formative and summative assessments to monitor achievement and language performance



- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies; Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;
- Evidence of student achievement growth in previous teaching roles;
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence;
- Strong desire to engage families through intentional relationship building and ongoing communication;
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students;
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards;
- Boundless energy and enthusiasm for working with students and other adults in the building;
- Commitment to professional growth through self-reflection, receptiveness to feedback and a continuous desire to improve; and
- Demonstrate a solutions-oriented mindset and flexible thinking when faced with challenges.
- Participates in the development of curriculum and assesses its effectiveness in the classroom.

#### **Minimum Requirements:**

- Bachelor's degree from an accredited institution required; Masters degree preferred
- A minimum of two years teaching experience preferred; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred
- Hold NY teacher certification or working towards certification is preferred
- Excellent oral and written communication skills
- Strong communication skills in English and a **native or near-native level of fluency in Hebrew**

#### **COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience.

*Hebrew Public is committed to building a diverse team that reflects the communities we serve.*

*Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*



**Special Education Lead Case Manager  
2023-2024**

**Location:** 3300 Henry Avenue, Philadelphia, PA

**Start Date:** November 2023

**Network Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)

**School Website:** [www.philadelphiahebrewpublic.org](http://www.philadelphiahebrewpublic.org)

**About the Organization:**

*Hebrew Public Charter Schools for Global Citizens.* Hebrew Public is a national network of diverse-by-design public charter schools that teach children of all backgrounds to become productive global citizens. Our schools are models of racial and economic integration, academic excellence, and foreign language learning.

Hebrew Public's network currently contains thirteen schools in four states and the District of Columbia, serving more than 2,500 students. In New York City, we serve as the Charter Management Organization for schools in Brooklyn and Harlem.

The network's first school in Philadelphia, Philadelphia Hebrew Public, opened in 2019, serving 156 students in kindergarten and 1st grade. The school will serve 470 students in grades K to 5th in the 2023-24 school year and will add a grade level each year until it ultimately serves grades K to 8 in the 2026-27 school year. PHP provides students with a sophisticated core curriculum in English Language Arts, mathematics, Modern Hebrew, the sciences, social studies, art, music, and physical education.

**About the Position:**

This is an exciting time to join Philadelphia Hebrew Public in its fifth year. Join a remarkable community of educators and social changemakers who are passionate about meaningful integration and global education and are relentlessly committed to ensuring students from all backgrounds attain high levels of academic achievement. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a mission-driven Special Education Lead Case Manager that operates with a high sense of urgency and possesses a strong work ethic.

The **Special Education Lead Case Manager** is directly responsible for improving the academic and behavioral performance of students with specialized services. The Special Education Lead Case Manager ensures that the students receiving special education services and

Section 504 accommodations achieve academic success, across all subjects, as measured by achievement of IEP goals, benchmark assessments and grades, and state exams. The Special Education Lead Case Manager manages and coordinates all specialized services including special education, 504 plans, Academic and Social Emotional Interventions, and English Language Development. The overarching goal is to ensure that each student has the appropriate individualized support plan to ensure their academic and social emotional success. Ideally, the Lead Case Manager will oversee the compliance and coordination of English as a Second Language (ESL) reporting in conjunction with PHP's full-time ESL teacher (please note this is negotiable).

### **Job Responsibilities:**

- Ensure the school is in compliance with all state and federal law governing special education compliance
- Develop effective IEPs and Section 504 Service Agreements that translate into measurable results for students
- Coach teachers and monitor compliance related to IEPs
- Develop Functional Behavior Assessments (FBAs)
- Coordinate the Individual Education Plan (IEP) and 504 processes.
- Coordinate evaluations and related services for students.
- Conduct manifestation determination meetings and other special education meetings.
- Chair manifestation determinations meetings and write all required documents
- Serve as an active member of the School Culture Team in supporting students receiving special education services.
- Drive student achievement for students receiving special education services
- Monitor and respond to student grades and progress monitoring results.
- Ensure the implementation of accommodations in the general education environment.
- Ensure that student files are in full compliance with all special education laws.
- Support Head of School and other leaders in leading the school and creating a culture of student achievement.
- Mentor and coach students on self-regulation and organization skills.
- Serve as the LEA in IEP meetings
- Serve as Case Manager for a select group of students in specialized programs.
- Management of related service providers and contractors (e.g. OT, PT, Speech, paraprofessionals, etc.).
- Liaising with outside vendors to support management of relationships and delivery of services.
- (Ideally) Oversee compliance and submissions for ESL reporting.

### **Minimum Requirements:**

- Bachelor's Degree in Special Education required; Master's Degree preferred
- At least three (3) years of urban education experience required
- Must be PA state certified in special education and administration
- ESL certification strongly preferred, though not required
- Knowledge of Federal and State Special Education Laws.
- Knowledge of teaching methods, curriculum, and education programs designed for students with learning, physical and behavioral disabilities.
- Knowledge of Positive Behavior Supports related to individuals with learning, developmental, and/or emotional disabilities
- Knowledge of English Language Development, teaching practices and programming
- Knowledge of Academic and Social Emotional Interventions.
- Strong communication skills and ability to develop trusting relationships with students, staff, and families.
- A strong sense of personal agency and accountability for student achievement
- A belief that all students should be held to high academic standards
- Demonstrated professionalism and responsibility, and a strong work ethic
- A positive, high-energy attitude and a drive for personal excellence

#### **COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience. **Base salary is \$80,000 or above based on experience and qualifications.**

#### **QUALIFIED INDIVIDUALS, PLEASE APPLY:**

To be considered, interested applicants must submit a resume and detailed cover letter.

*Hebrew Public is committed to building a diverse team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*



**Head of School****Start Date:** Summer 2025**Location:** Stamford, CT**CMO Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)**ABOUT THE ORGANIZATION:*****Hebrew Public Charter Schools for Global Citizens***

Our mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. Our schools are models of racial and economic integration, academic excellence, and world language learning. Hebrew Public manages schools in New York City and Philadelphia, and also supports an affiliate network of schools in California, Washington DC, New Jersey, and Minnesota.

Our focus on global citizenship is embodied by three core elements:

- The building of relationships across difference, embodied by our focus on racial, cultural, and economic diversity
- The study of Modern Hebrew and of Israel as a window into other languages, cultures and experiences
- Our unique set of global citizenship values that infuse all that we do, described through the acronym OLAM (the Hebrew word for “world”). These values include Outstanding Problem Solving, Lifelong Learning, Aware Communication and Making a Difference.

Our schools help students grow to become empathetic, ethical, intellectually curious young adults committed to solving the world’s problems. Other key program elements in Hebrew Public’s New York City schools include the Responsive Classroom model, Expeditionary Learning, Close Reading, Wilson Reading System, Eureka, Number Stories, Foundations and Geodes.

**About the Position:**

This is an exciting time to join Olam Public Charter School. Join an exciting community of educators and social change-makers who are passionate about global education and are committed to improved student learning and outcomes. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a driven Head of School that operates with a high sense of urgency and possesses a strong work ethic. Candidates for this position do NOT need to speak Hebrew. The School is fully committed to a culturally diverse faculty and student body. The school is eager to consider applications from traditionally underrepresented groups.

**Primary responsibilities include, but are not limited to:**

**Public Leadership (in partnership with Hebrew Public CEO, External, and Operations Teams)**

- Experience in community development and organizing, showcasing a commitment to the well-being and growth of the local community.
- Charismatic with a commanding presence, capable of effectively representing the school in public forums.
- Ability to prioritize student recruitment strategies, contributing to the growth and success of the school.
- Ability to utilize and leverage local Stamford networks for effective advertisement and outreach.
- Cultivates collaborative partnerships with the board, facilitating effective communication and aligning strategic initiatives with the organization's mission.
- Nurtures positive and productive relationships within the network team, fostering a cohesive and collaborative work environment to achieve shared objectives.
- Builds and maintains constructive relationships with authorizers, ensuring open communication, compliance, and a positive partnership for the success of the organization.
- Demonstrates adeptness in cross-cultural communication, promoting inclusivity and understanding among diverse stakeholders within the organization and the broader community.

**Executive Management**

- Facilitate setting and executing the overall vision and strategy for creating a high-performing, diverse-by-design, K-8 school
- Support the governance work of the organization, including assisting with board cultivation, recruitment, orientation, and management
- Partner with Governing Council, Hebrew Public, and OPCS team to develop long-term and short-term strategic plans to support school development, growth, and improvement
- Manage relationship and reporting to school's authorizer
- Develop systems to manage the continuum of human capital needs including recruitment, hiring, onboarding, professional learning, and retention/evaluation.

## **Academics**

- Working with the network and school leaders, provide instructional coaching, professional development, and evaluations to school based instructional staff.
- Collaborating with other members of the network academic team, establish a unified vision of academic rigor grounded in data-driven instructional decision making.
- Analyze instructional data, including student achievement outcomes, and leverage insights to inform academic priorities.
- Strategizing and managing the cultivation of positive school culture for all students.
- Establish and manage exceptional professional relationships with critical stakeholders including Heads of School, Network Directors of Curriculum and Instruction and all teaching staff to provide best-in-class coaching and support.
- Build an active, engaged professional learning community among the school's staff
- Set rigorous instructional goals and build a culture of continuous improvement
- Actively monitor the progress of student and staff growth through collection of formal and informal data; analyze data in collaboration with the leadership team to inform strategic and instructional planning
- Partner with teacher and department leaders to ensure the use of effective, research-based teaching methodologies and practices across classroom

## **School Culture**

- Develop and sustain a strong, positive, rigorous, nurturing school culture
- Oversee the Culture Deans (when hired) to ensure behavior interventions are used with fidelity and equitably

## **Operations**

- Orchestrates talent acquisition strategies to attract, select, and onboard qualified individuals aligned with organizational goals and values.
- Manage the Director of Operations and Finance, including professional development.
- Oversee activities across the school operations team, including parent communication, supplies procurement, student data collection, building construction/renovations/maintenance and event
- Skillfully oversees financial resources, ensuring fiscal responsibility and strategic allocation to support the organization's mission and objectives.
- Implements comprehensive safety protocols and procedures, fostering a secure and supportive environment for students, staff, and stakeholders.
- Manages facilities efficiently, ensuring optimal functionality and a conducive environment

for teaching and learning.

- Ensures adherence to legal and regulatory requirements, cultivating an organizational culture of ethical practices and accountability.
- Guides the development and execution of strategic initiatives, aligning organizational resources with long-term goals for sustainable success.
- Establish and maintain productive relationships with school staff, Hebrew Public, custodial staff, landlord, and school vendors
- Oversee the enrollment cycle at the school, including student recruitment, lottery management, waitlist management and parent/student orientations
- Manage Student Information and Reporting systems.

### **Policies & Procedures**

- Establish systems and schedules for school activities (arrival, meal distribution/tracking, recess, dismissal, and staff schedules) and afterschool programming building use
- Implement effective operational and communication-related policies/procedures
- Establish and maintain school health and safety protocols
- Manage annual school budget and track expenditures
- Manage procurement process, including working with the Hebrew Public team on vendor selection and contracts as needed
- Develop sustainable systems to oversee on-site technology activities

### **External Relations & Fundraising**

- Ensure healthy community input and collaboration with key stakeholders
- Partner with Hebrew Public to develop a robust fundraising operation to secure funds to enrich programs and provide students with the opportunities and supports they deserve
- Manage communications with community members, media, and public at large

### **Candidate Requirements**

- A record of driving student achievement and overall success in diverse communities
- A deep belief that all students can thrive in a challenging, high-quality, nurturing and supportive learning environment
- Strong interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships through teamwork and empathy
- Experience building and maintaining effective, critical relationships with community and organizational leaders

- Highly developed communication skills, including listening and demonstrating empathy, and communicating across cultures and differences
- Strong experience analyzing and interpreting instructional data
- Demonstrated ability to start, grow, and effectively manage a team
- Strong instructional and classroom management expertise with proven results
- Experience in managing and coaching teachers to great outcomes
- A proven track record in actively engaging with and involving parents and the community.
- Demonstrated ability to foster strong relationships and partnerships.
- In-depth knowledge and understanding of the unique context and dynamics of Stamford preferred.
- Understanding of fundraising including donor cultivation, solicitation, and stewardship
- Demonstrated ability to manage “up” and manage “down”
- Well-established local network of colleagues and professional connections
- Well-developed thinking, writing, and speaking skills including business communications and stakeholder interaction skills that are professional, confident, and humble
- A strong work ethic and commitment to results
- Strong interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships through teamwork and empathy
- Excellent problem-solving skills
- Commitment to personal and organizational learning
- Knowledge of Modern Hebrew and about Israel are a significant plus; knowledge of any second/additional languages is a plus
- Proven ability and desire to work in a creative and innovative environment
- An authentic commitment to the Hebrew Public mission and school model
- Sense of humor

### **Education Background and Work Experience**

- The ideal candidate will focus relentlessly on putting instructional staff’s needs first, by creating high-quality school operations systems and following through down to the smallest details. He or she must be a highly intelligent, driven individual with a warm character and exceptional integrity, and must thrive as part of a highly motivated,

committed team.

- Minimum six years of professional leadership experience with deeper school-based experience in instruction, operations, fundraising, and external relations
- Demonstrated ability to cultivate relationships and motivate a team
- Excellent team player, with willingness to be hands-on and do whatever it takes
- Strong project management skills to lead complex projects to successful completion
- Demonstrated creativity and problem-solving skills in tackling organizational problems
- Appropriate Connecticut Certification (administrative and instructional)
- Knowledge or experience creating intentionally diverse student communities
- Experience as part of a founding school community a plus
- Knowledge of dual-language methodology and bilingual education practices preferred
- Bachelor's degree required and a graduate degree a plus

**COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience. Starting salaries range from \$150,000 or above based on experience and qualifications.

Potential benefits\* include:

- Medical
- Dental
- Employer-Paid Vision
- Prescription Drug Coverage
- Paid Holidays
- Retirement Savings and Employer Matching Programs
- Paid Parental Leave
- Short-Term and Long-Term Disability Coverage
- Employee Assistance and Wellness Programs
- Health Care and Dependent Care Flexible Spending Accounts
- Employer-Paid and Voluntary Life Insurance
- Global Travel Experiences

*\*Benefits packages vary depending on the role.*

*Hebrew Public is committed to building a diverse team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*

**QUALIFIED INDIVIDUALS, PLEASE APPLY:**

To be considered, interested applicants must submit a resume and detailed cover letter.



## Hebrew Public Teacher Selection Criteria 2023-2024

| Category                                                       | Attributes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Selection Criteria A - Belief and Urgency</b>               | <p>Creates a sense of urgency to drive student achievement and holds self and others personally responsible for the academic success of students.</p> <p>Passionately believes and communicates that every student, regardless of background, can achieve success at any level.</p> <p>Holds a growth mindset and uses feedback to effectively grow in his/her practice</p> <p>Passionately believes and communicates their commitment to the Hebrew Public mission to be exceptional, diverse-by-design public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.</p> |
| <b>Selection Criteria B - Lesson Design and Focus</b>          | <p>Knows the qualities of good teaching and can speak to best practices regarding unit/lesson planning, academic interventions, and inclusive practices. Holds high-level knowledge of state standards and content.</p> <p>Organizes lessons thoughtfully by aligning to standards and building on previous knowledge towards mastery.</p> <p>Utilizes student data to design lessons, created differentiated content and build checks for understanding.</p>                                                                                                                                                                                  |
| <b>Selection Criteria C - Rigor and Inclusiveness</b>          | <p>Employs a variety of instructional strategies to respond to a variety of levels of mastery.</p> <p>Tailors instruction to meet the needs of diverse learners.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Selection Criteria D - Culture of Achievement</b>           | <p>Creates and maintains a classroom environment where students take ownership of their learning, a love for learning, and resilience in the face of obstacles.</p> <p>Develops classroom routines and procedures that promote positive relationships and student attention on learning.</p>                                                                                                                                                                                                                                                                                                                                                   |
| <b>Selection Criteria E - Student Progress Towards Mastery</b> | <p>Demonstrates ability to use questions and tasks to assess student comprehension.</p> <p>Utilizes effective formal and informal assessments and student achievement data to implement effective instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |



|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Selection Criteria F -<br/>Commitment to Diversity, Equity<br/>and Inclusion</b> | <p>Treats people with dignity and respect.</p> <p>Committed to building a positive school and student culture that promotes diversity equity and inclusion (DEI)</p> <p>Exhibits a relentless drive to increase educational equity for students in underserved communities.</p> <p>Culturally competent and self-reflective teacher who is sensitive to the challenges students face in their daily lives.</p> <p>Culturally competent and self-reflective teacher who is sensitive to the experience and perspectives of colleagues.</p> |
| <b>Qualifications</b>                                                               | <p>Bachelor's degree from an accredited institution (Masters degree preferred)</p> <p>Elementary and/or Middle School teaching experience preferred</p> <p>Excellent oral and written communication skills in English</p> <p>Holds appropriate PA certification or working towards certification</p>                                                                                                                                                                                                                                      |
| <b>Availability</b>                                                                 | <p>Eligible to work in the US</p> <p>Fits our salary range</p> <p>Motivated for this job</p> <p>Willing to do required travel</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>OLAM Values</b>                                                                  | <p>Aware Communicator (Reflective, Open to Feedback, and Collaborative)</p> <p>Lifelong Learner</p> <p>Making a Difference</p> <p>Outstanding Problem Solver</p>                                                                                                                                                                                                                                                                                                                                                                          |



**Founding Director of Operations (2021-22 Building Year, 2022-23 School Launch)**

**Start Date: Summer 2021**

**Location: Staten Island, NY**

**CMO Website: [www.hebrewpublic.org](http://www.hebrewpublic.org)**

### **ABOUT THE ORGANIZATION:**

*Hebrew Public Charter Schools for Global Citizens*

Hebrew Public is a national network of diverse-by-design public charter schools that teach children of all backgrounds to become productive global citizens. Our schools are models of racial and economic integration, academic excellence, and foreign language learning. Our schools maintain a focus on global citizenship which leads to our students becoming empathetic, ethical, intellectually curious young adults committed to solving the world's problems. Hebrew Public schools are dual language schools that offer partial immersion programs in Modern Hebrew with an accompanying focus on the study of Israel.

Hebrew Public's network currently contains thirteen schools (eight elementary and five middle schools) in four states and the District of Columbia, serving more than 3,100 students. In NYC, we serve as the Charter Management Organization for schools in Brooklyn, Harlem and Philadelphia. Hebrew Public is in the process of expanding to a new school in Staten Island which will open in 2022-2023.

### **ABOUT THE SCHOOL:**

Opening Fall 2022 in Staten Island's District 31, Staten Island Hebrew Public will be a free, public charter school open to all age-and grade-eligible students residing in New York City, with preference given to residents of Staten Island. The school will be located on Staten's Island Midland Beach. During the inaugural year, SIHP will serve students in Kindergarten and 1st grade. Our goal is to add an additional grade level each year and by 2027, Staten Island Hebrew Public will serve over 500 students in Kindergarten through 5th grade.

### **ABOUT THE POSITION:**

This is an exciting time to join Staten Island Hebrew Public Charter School (SIHP) as the Founding Director of Operations! Join a remarkable community of educators and social changemakers who are passionate about meaningful integration and global education and are relentlessly committed to ensuring students from all backgrounds attain high levels of academic achievement. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking an operational mastermind to play a critical role in leading and supporting Staten Island Hebrew Public with operational excellence in pursuit of our bold vision. This role offers a unique opportunity to take the 2021-22 school year to reflect, plan and develop a comprehensive strategy before launching the school in 2022-23. The Founding Director of Operations will be responsible for hiring an operations team, creating and establishing systems to support efficient and effective operation of the school, and ensuring



systematic, proactive, and efficient management of school-based operational systems, events, and initiatives in support of school staff, students, and families.

The successful candidate will possess a track record of complex project management, people management, and systems thinking. Most importantly, the Founding Director of Operations needs to have an unwavering commitment to creating the conditions teachers and staff need to thrive. Reporting to the Head of School, and with dotted line reporting and support to and from the Network Operations team, the Director of Operations will be an integral member of the school's Leadership Team. This school-based leader also has the unique opportunity to advise the Hebrew Public network on systems development, school startup plans, and operations coaching. The opportunity is ideal for a proven operational leader who is passionate about strengthening Hebrew Public's commitment to smooth organizational and academic operations.

**Primary responsibilities include, but are not limited to:**

**Operations Management**

- As the school grows in size, manage the school operations team members (both full-time staff and contracted services), including professional development
- Design and implement daily systems and procedures to ensure seamless execution of all school operations, including, parent communication, student transportation, data reporting, attendance, school food, school safety plans and facilities management
- Serve as Lead role overseeing school-wide compliance with health and safety laws, charter contracts, state education mandates, teacher certification, and federal and state workplace regulations
- Create school-wide operation strategies and policies that will successfully serve the Staten Island Hebrew Public community
- Train school staff on daily procedures by ensuring operational systems are implemented with fidelity by all staff members and by giving feedback to stakeholders when systems are not meeting school needs
- Actively oversee and enforce policies and procedures within the school community, meeting high standards for school aesthetics and safety protocols
- Use an operational lens and expertise to develop long-term operational strategy and carry out the leadership team's school goals and vision
- Understand the importance of remaining diplomatic when leading both positive interactions, and those requiring conflict resolution
- Serve as Lead role in overseeing and ensuring accuracy of school SIS and communication systems
- Manage staff PTO (Paid Time Off) process and assist with scheduling coverage as needed
- Serve as the human resources liaison for school staff in the areas of hiring, personnel matters, benefits, leave tracking and the maintenance of local files; working closely with the network HR team



- Building Environment: serve as Lead role overseeing building aesthetics, repairs, and facilities management working closely with the HOS to create vision that aligns with school mission
- Support the vision and mission of Hebrew Public ; exhibit professional judgment and demonstrate behaviors that are professional, ethical and responsible
- Continuously improve school operations systems and procedures and lead or support with special projects

### **Student and Family Engagement**

- Build and manage relationships with key stakeholders (families, staff, students, Charter School Office, vendors, organizational partners, and Hebrew Public network team)
- Develop internal processes and lead student recruitment efforts to ensure fiscal solvency of the school
- Serve as Lead role overseeing the student enrollment process including application, lottery, waitlist, transfer, withdrawal process, and monitoring of accurate ATS and SIS records
- Serve as Lead role in establishing and managing student attendance plan, working with school teams and families to increase student attendance
- Communicate regularly with families about their children's performance, school policies, trips, and events
- Build and foster relationships with community leaders and organizations, including maintaining a robust database of community organizations.

### **Finance, Procurement and Technology**

- Support in stewardship of annual school budget and track expenditures in conjunction with the school's HOS and the network Finance team and in accordance with the Financial Policies & Procedures
- Serve as Lead role in the school based procurement process, including working with the Hebrew Public team on vendor selection and contracts as needed
- Make purchasing decisions that align with the school's mission for facility needs
- Manage asset tracking for on-site technology activities in alignment with school's operational goals and budget and make purchasing recommendations to HOS
- Collaborate with the network Technology Team to ensure a fully functioning technology infrastructure

### **CANDIDATE REQUIREMENTS:**

The ideal candidate will possess the following qualifications:

- An authentic commitment to the Hebrew Public mission and values
- Attention to detail: Thinks critically about the details of a task at hand
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities
- Independence: Can work independently, be assertive, and make thoughtful decisions about projects



- Collaborative: Works with teammates and is responsive to feedback
- Willingness to go above and beyond the requirements of the job to be innovative and support the organization
- Ability to communicate effectively with the school community
- Strong interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships through teamwork and empathy
- A strong work ethic and commitment to results
- A commitment to leading with a “people first” mindset
- A desire and commitment to making a difference in the world through their leadership
- Sense of humor and a desire to create joyful school environments

#### **EDUCATIONAL BACKGROUND AND WORK EXPERIENCE:**

- A Bachelor's degree
- A minimum of six years of related work experience
- Charter and/or Public School operations experience required
- Knowledge of dual-language methodology and bilingual education practices preferred

#### **LOCATION:**

Staten Island Hebrew Public: Staten Island, NY

#### **COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience.

#### **QUALIFIED INDIVIDUALS, PLEASE APPLY:**

Hebrew Public is committed to building a diverse staff team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.



## Dean of Academics (2024-2025)

### Dean of Academics

**Start Date:** Summer 2024

**Location:** 829 Father Capodanno Boulevard, Staten Island, New York, NY

**CMO Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)

### ABOUT THE ORGANIZATION:

#### *Hebrew Public Charter Schools for Global Citizens*

Our mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. Our schools are models of racial and economic integration, academic excellence, and world language learning. Hebrew Public manages schools in New York City and Philadelphia, and also supports an affiliate network of schools in California, Washington DC, New Jersey, and Minnesota.

Our focus on global citizenship is embodied by three core elements:

- The building of relationships across difference, embodied by our focus on racial, cultural, and economic diversity
- The study of Modern Hebrew and of Israel as a window into other languages, cultures and experiences
- Our unique set of global citizenship values that infuse all that we do, described through the acronym OLAM (the Hebrew word for “world”). These values include Outstanding Problem Solving, Lifelong Learning, Aware Communication and Making a Difference.

Our schools help students grow to become empathetic, ethical, intellectually curious young adults committed to solving the world’s problems. Other key program elements in Hebrew Public’s New York City schools include the Responsive Classroom model, Expeditionary Learning, Close Reading, Wilson Reading System, Eureka, Number Stories, Foundations and Geodes.

### About the Position:

This is an exciting time to join Staten Island Hebrew Public in its second year. Join an exciting community of educators and social change-makers who are passionate about global education and are committed to improved student learning and outcomes. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a driven **Dean of Academics** that operates with a high sense of urgency and possesses a strong work ethic. Candidates for this position do NOT need to speak Hebrew. The School is fully committed

to a culturally diverse faculty and student body. The school is eager to consider applications from traditionally underrepresented groups.

**Primary responsibilities include, but are not limited to:**

- Working with the network and school leaders, provide instructional coaching, professional development, and evaluations to school based instructional staff.
- Collaborating with other members of the network academic team, establish a unified vision of academic rigor grounded in data-driven instructional decision making.
- Analyze instructional data, including student achievement outcomes, and leverage insights to inform academic priorities.
- Strategizing and managing the cultivation of positive school culture for all students.
- Establish and manage exceptional professional relationships with critical stakeholders including Heads of School, Network Directors of Curriculum and Instruction and all teaching staff to provide best-in-class coaching and support.

**CANDIDATE REQUIREMENTS:**

The ideal candidate will possess the following qualifications:

- A passion for and record of driving student achievement and overall success in diverse communities
- Strong experience analyzing and interpreting instructional data
- An ability to build empathy-based relationships to influence towards outcomes
- Familiarity with Pennsylvania state and national standards, curriculum and assessments
- Comfort navigating a matrixed reporting structure with the capacity to focus on broader organizational goals while adapting to individualized school needs
- A deep belief that all students can thrive in a challenging, high-quality, nurturing and supportive learning environment
- A strong work ethic and commitment to results
- Proven ability and desire to work in an entrepreneurial environment
- An authentic commitment to the Hebrew Public mission and school model
- Sense of humor

**Educational Background and Work Experience:**

- A minimum of five years of instructional experience, ideally with familiarity of both elementary and secondary teaching and curriculum
- A minimum of two years of experience as an instructional leader (i.e. Dean of Instruction, Department Chair, Grade Level Chair, etc.).
- Deep knowledge of instructional best-practices and comfort across the K-8 continuum of learning.
- Teaching Certificate
- Masters Degree in Teaching or related field

**COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience. Starting salaries range from \$95,000 or above based on experience and qualifications.

Potential benefits\* include:

- Medical
- Dental
- Employer-Paid Vision
- Prescription Drug Coverage
- Paid Holidays
- Retirement Savings and Employer Matching Programs
- Paid Parental Leave
- Short-Term and Long-Term Disability Coverage
- Employee Assistance and Wellness Programs
- Health Care and Dependent Care Flexible Spending Accounts
- Employer-Paid and Voluntary Life Insurance
- Global Travel Experiences

*\*Benefits packages vary depending on the role.*

*Hebrew Public is committed to building a diverse team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*

**QUALIFIED INDIVIDUALS, PLEASE APPLY:**

To be considered, interested applicants must submit a resume and detailed cover letter.



- 4SS provides a range of services that gives school leadership the confidence that financial, HR, and operations best practices will be implemented at their schools, providing them the opportunity to focus on their core mission rather than administrative and compliance tasks.

### **Selected Bios**

4<sup>th</sup> Sector Solutions proposes to provide financial management and reporting services to Hebrew Public with the following staff members:

#### **Joe Keeney**

Joe Keeney is the founder and Chairman of 4th Sector Solutions. Joe has 20+ years of education industry experience. From 1997-2005 Joe was president of a national network of public charter schools, where he helped build the nation's largest and highest achieving network of public charter schools -- serving approximately 30,000 students in 14 states and DC. Joe has a BA in economics from Columbia College and an MBA with high distinction from Harvard Business School, where he was elected a Baker Scholar and received the Macy Scholarship and the Uhlmann Award. Joe also earned an EdM in education leadership from Teachers College, Columbia University.

#### **Bob Keogh**

Robert Keogh leads 4<sup>th</sup> Sector Solutions' New York finance team. He previously served as Director of Finance for the Algiers Charter School Association, managing budgets and grants for New Orleans' largest charter management organization. He also served as the Director of Procurement and Finance for the Recovery School District; a special statewide school district administered by the Louisiana Department of Education. Bob grew up in upstate New York and received his B.S. from Boston College in Business Management.

#### **Kyle Pellerin**

Kyle is a Finance Director of serving our New York City client-base. Kyle joined 4th Sector in Louisiana in 2015, serving schools in Baton Rouge and New Orleans as an Accounting Manager while also serving as the Grants Manager, prior to relocating to New York to help lead 4th Sector's expansion. In his time with the organization, Kyle has managed many financial audits and annual budgets, implemented new systems to streamline the workflow of our clients, and has contributed significantly to our growing client base in the Northeast. Kyle earned his B.S. in Finance from Louisiana State University.

**Lizbeth Santana**

Lizbeth Santana recently joined 4th Sector Solutions' New York finance team as a Finance Manager after serving as Fiscal Affairs Manager at New York University (NYU) where she directly managed an annual operating budget of over \$115M, prepared quarterly year-end projections and financial reports for senior leadership, and provided fiscal guidance to over 20 unit leaders. Prior to working at NYU, she spent over 6 years working in the central budget office at Columbia University, initially as a financial analyst and eventually as the Assistant Director of Budget and Financial Planning. She began her career in finance within the education sector as a finance associate at the Harlem Village Academies charter school network. Lizbeth grew up in New York City and received her B.S. in Economics and her MPA in Management and Finance from Columbia University.

**Ryan Miller**

Ryan Miller is the Senior Staff Accountant in the Baton Rouge office of 4th Sector Solutions. He graduated from University of Phoenix with a BS in Accounting. Since joining the team in 2019, Ryan has led many projects regarding process efficiency, monthly accounting close, and audits. He has also provided significant expertise in bookkeeping and streamlining the workflow of our clients.



**MLL Teacher (2022-2023)**

***Hebrew Public issued a COVID Vaccine mandate for all staff. This will require all staff to receive the COVID Vaccination.***

**Start Date:** : Insert here

**Location:** Insert here

**CMO Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)

**Contact:** jobs@hebrewpublic.org

**About the Organization:**

*Hebrew Public Charter Schools for Global Citizens*

Hebrew Public is a national network of diverse-by-design public charter schools that teach children of all backgrounds to become productive global citizens. Our schools are models of racial and economic integration, academic excellence, and foreign language learning.

**About the Position:**

Join an exciting community of educators and social changemakers who are passionate about global education and are committed to improved student learning and outcomes. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a driven **MLL Teacher** that operates with a high sense of urgency and possesses a strong work ethic. Candidates for this position do NOT need to speak Hebrew. The School is fully committed to a culturally diverse faculty and student body. The school is eager to consider applications from traditionally underrepresented groups.

**Job Requirements:**

- Produce quality Common Core aligned lesson plans that strive for higher-level objectives while accommodating all learning styles;
- Analyze and regularly review student assessment data from a variety of sources – both formally and informally - to drive curricular and pedagogical choices and adjustments;
- Administer the NYSITELL to all new entrants within 10 days of entry to school;
- Administer the NYSESLAT to all MLL students each year;
- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies;
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence;
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students;
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards; and,
- Boundless energy and enthusiasm for working with students and other adults in the building.

**Minimum Requirements:**

- Bachelor's degree from an accredited institution is required; Masters degree preferred
- Teaching experience preferred
- Hold appropriate NYS certification or working towards certification is required

- Excellent oral and written communication skills
- Legally authorized to work in the USA

**COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience.

**QUALIFIED INDIVIDUALS, PLEASE APPLY:**

To be considered, interested applicants must submit a resume and detailed cover letter to our **Director of Talent and Recruitment**: [jobs@hebrewpublic.org](mailto:jobs@hebrewpublic.org).

*Hebrew Public is committed to building a diverse team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*



## **Elementary School Teacher – Special Education**

**Location:** 829 Father Capodanno Boulevard, Staten Island, New York

**Start Date:** Summer 2022

**Network Website:** [www.hebrewpublic.org](http://www.hebrewpublic.org)

**School Website:** <https://sihebrewpublic.org/>

### **About the Organization:**

*Hebrew Public Charter Schools for Global Citizens.* Hebrew Public is a national network of diverse-by-design public charter schools that teach children of all backgrounds to become productive global citizens. Our schools are models of racial and economic integration, academic excellence, and foreign language learning.

Hebrew Public's network currently contains thirteen schools in four states and the District of Columbia, serving more than 2,500 students. In New York City, we serve as the Charter Management Organization for schools in Brooklyn and Harlem.

The network's first school in Staten Island, Staten Island Hebrew Public, will open in fall of 2022, serving 120 students in kindergarten and 1st grade. The school will add a grade level each year until it ultimately serves grades K to 8 in the 2029-30 school year. SIHP provides students with a sophisticated core curriculum in English Language Arts, mathematics, Modern Hebrew, the sciences, social studies, art, music, and physical education.

### **About the Position:**

This is an exciting time to join Staten Island Hebrew Public in its founding year. Join a remarkable community of educators and social changemakers who are passionate about meaningful integration and global education and are relentlessly committed to ensuring students from all backgrounds attain high levels of academic achievement. We select individuals who share our vision and are willing to put in the hard work to achieve it. We are seeking a driven Elementary Special Education Teacher for the 2022-2023 school year that operates with a high sense of urgency and possesses a strong work ethic.

### **Job Responsibilities and Characteristics:**

- Provide instructional services to students with IEPs in the areas of reading, mathematics, and writing;
- Deliver prescribed instructional delivery methods as determined by the student's IEP;
- Consult with school personnel to coordinate efforts in providing services to students;
- Communicate and conference with parents providing information on student progress;
- Manage and support an organized and professional classroom that is conducive to learning;



- Work closely with peers and administration to develop multifaceted curriculum that integrate multiple subjects and approaches to meet the individual needs of students;
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, and integrated classroom strategies;
- Assess and develop goals for the IEP process;
- Implement IEP goals and strategies into an integrated classroom;
- Maintain an awareness of school's strategic initiatives and incorporate them into your work;
- Regularly and accurately report student progress and maintain accurate and up to date records related to student achievement, performance, and IEP goals;
- Review data daily and amend your approach accordingly;
- Take an active role in your professional development by identifying and creating opportunities to expand your skills to meet the demands of individual student needs;
- Attend IEP meetings and parent conferences;
- Develop strong relationships with parents and students to create investment in school culture and academics;
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules and collaborating effectively with co-teachers and colleagues;
- Commitment to professional growth through self-reflection, receptiveness to feedback and a continuous desire to improve; and
- Demonstrate a solutions-oriented mindset and flexible thinking when faced with challenges.

**Minimum Requirements:**

- Bachelor's degree from an accredited institution required; Masters degree preferred
- A minimum of one-year teaching experience required; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred
- Hold a NY special education certification or be in the process of obtaining certification
- Excellent oral and written communication skills

**COMPENSATION AND BENEFITS:**

Salary and benefits will be highly competitive and commensurate with experience.

*Hebrew Public is committed to building a diverse team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.*

## EXHIBIT 1

### Scope of Services

| <u>4SS</u>                                                                                                                                                                                                                                                                                                                                                                                             | <u>FinOptimal</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Financial Management</u> <ul style="list-style-type: none"><li>• Monthly budget vs. actual Zoom meetings with school leadership</li><li>• Provide contextual information to FinOptimal accountants from meetings with School Leadership</li><li>• Work with FinOptimal to establish master schedules for automated accruals</li></ul>                                                               | <u>Financial Management</u> <ul style="list-style-type: none"><li>• Real time, on-demand accounting and controller support</li><li>• Book receipts (example: per-pupil, child nutrition) and other revenue-related journal entries</li><li>• Enter data for Client's payable vendor bills (with Client executing payment)</li><li>• Book payroll entries, complete quarterly payroll reconciliation</li><li>• Book automated accrual accounting entries, prepaid expense amortization, and fixed asset depreciation</li><li>• Download, file, and reconcile bank and credit card statements</li><li>• Close the books on agreed cadence (Sept - June monthly), generate regular and ad hoc reporting</li></ul> |
| <u>Reporting</u> <ul style="list-style-type: none"><li>• Review monthly financial reports</li><li>• Revising projections based on meetings with Leadership</li><li>• Summarize/create narrative for monthly reports and dashboards into a monthly financial package</li><li>• Review and upload quarterly and annual school financial statements in compliance with authorizer requirements.</li></ul> | <u>Reporting</u> <ul style="list-style-type: none"><li>• Issue 1099's electronically</li><li>• Create custom and automated dashboards and reports including:<ul style="list-style-type: none"><li>◦ Monthly financial reports (B/S, P/L, Cash flow)</li><li>◦ Projections</li><li>◦ Staffing Analysis</li><li>◦ Expense Dashboards</li><li>◦ Grant Reporting (Tracking, FS10F, FS-25).</li><li>◦ Budget Template &amp; Quarterly Financial Reporting for School Authorizers</li></ul></li></ul>                                                                                                                                                                                                                |
| <u>Grants Management</u> <ul style="list-style-type: none"><li>• Completion of each School's annual ESSA application (covering Title I-IV)</li></ul>                                                                                                                                                                                                                                                   | <u>Grants Management</u> <ul style="list-style-type: none"><li>• Book automated tagging of grant related expense items</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>grants)</p> <ul style="list-style-type: none"> <li>• Annual ESSER grant administration (CRRSA and ARP).</li> <li>• Budget development and submission for each School's federal and state grant portfolio including Title I-IV, and others as needed.</li> <li>• Prepare files and items necessary for automated grant tagging and claim preparation</li> <li>• Review and submit grant claims to NYSED, annual FS-10F reporting.</li> </ul> <p><u>Annual financial audit preparation and 990</u></p> <ul style="list-style-type: none"> <li>• Review the audit package</li> <li>• Prepare 990 Questionnaire</li> </ul> <p><u>Compliance</u></p> <ul style="list-style-type: none"> <li>• Provide ongoing information regarding sector specific compliance and knowledge -- for example, state regulatory changes, funding changes etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Review grant funding documentation to verify grant tagging</li> </ul> <p><u>Annual financial audit preparation and 990</u></p> <ul style="list-style-type: none"> <li>• Communicate with Client's outside tax accountant and/or auditor, as needed</li> <li>• Close the books for the end of the fiscal year in preparation for annual audits</li> <li>• Record adjusting entries and finalize trial balance</li> <li>• Support with delivery of audit package and testing items (preparing schedules, providing supporting documentation)</li> <li>• Support with the preparation of financial schedules for the 990 filing</li> </ul> <p><u>Automated Workflows</u></p> <ul style="list-style-type: none"> <li>• Manage integrations for ongoing workflows</li> <li>• Make any necessary adjustments to existing automated process workflows as the needs of the organization change</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**APPENDIX M**

# **THE PETER AND CARMEN LUCIA BUCK FOUNDATION, INC.**



633 Third Avenue, 16<sup>th</sup> Floor  
New York, NY 10017  
(212) 360-6173

October 9<sup>th</sup>, 2024

The PCLB Foundation has supported Hebrew Public in its work since 2022 with grant support totaling \$850,000 to date. If approved by the State of Connecticut to open, the proposed Olam Public Charter School would also be eligible to apply for support from the PCLB Foundation. In CT, the PCLB Foundation particularly wants to support charter schools to launch strongly and to cover gaps between their operating budgets and per pupil funding. We therefore provide general operating grants to excellent charter schools – and expect Hebrew Public would be well positioned to apply for and receive that funding.

Sincerely,

*Kim Raccio*

Kim Raccio  
PCLB Program Officer

October 11, 2024

To Whom It May Concern:

As the founder and chair of Hebrew Public, and on behalf of my family's philanthropic efforts through the Steinhardt Foundation, I am writing to confirm that we have supported Hebrew Public's work since its inception in 2009. Our contributions have exceeded \$20,000,000, with substantial funding dedicated to new school development.

If the State of Connecticut approves the establishment of Olam Public Charter School, it too would benefit from our continued philanthropic commitment.

Best regards,

A handwritten signature in cursive script that reads "Sara Bloom". The signature is fluid and elegant, with the first name "Sara" and last name "Bloom" clearly distinguishable.

Sara Bloom

Chair  
Hebrew Public



July 26, 2024

The Honorable Charlene Russell-Tucker  
Commissioner for the Connecticut State Department of Education  
450 Columbus Blvd  
Hartford, CT 06103

Dear Commissioner Russell-Tucker,

On behalf of the Connecticut Charter Schools Association (CTCSA) I am writing to reiterate our firm support for the charter school sector in Connecticut in conjunction with the Connecticut State Department of Education's (CSDE) April 2024 Request for Proposals (RFP) for the Development of State and Local Charter Schools. CTCSA serves as a unified voice for the 22 public charter schools in the state and focuses on supporting high quality public schools and strengthening charter stakeholder voices through advocacy, and advisory and training services. We are committed to working alongside your office to support educationally disadvantaged students in Connecticut.

In October 2022 CTCSA was awarded a Charter schools Program (CSP) grant of approximately \$25 million through the U.S. Department of Education Grants to State Entities program. This award has enabled CTCSA to implement a subgrant award competition over a five-year grant period running from October 1, 2022, through September 30, 2027.

Operated by CTCSA and named the Great Schools for Connecticut Project (GSCT), \$1.3 million was awarded in March of 2024. The second grant cycle is currently in progress as the GSCT continues to offer competitive grant opportunities to new and expanding schools who are authorized and appropriated for.

Grants are awarded through a rigorous subgrant competition through which applicants can earn points by identifying how they intend to meet key project goals. These goals are to:

- I. Increase the number of high-quality public-school seats for educationally disadvantaged students in Connecticut.
- II. Strengthen the caliber of charter school operation and authorization in Connecticut.
- III. Strengthen collaboration and resource sharing among schools with different governance structures, particularly between charter schools and traditional public school districts.

Through this grant, we hope to continue to grow the pipeline of both endogenous operators seeking to expand operations, and external operators for whom the availability of funding would enhance their interest in a potential Connecticut launch. We look forward to supporting your efforts to serve Connecticut public school students both through the continued successful implementation of this federal grant, and through our existing work in the sector.

Sincerely,  
Kara Neidhardt

Interim Executive Director  
Connecticut Charter Schools Association

## **APPENDIX N**

## Development and Evaluation Process for Schools

### Overview

Given the complexity of our work, there is no single, infallible measure to determine one's effectiveness. Our goal, then, is to create an overall picture of effectiveness through a holistic evaluation.

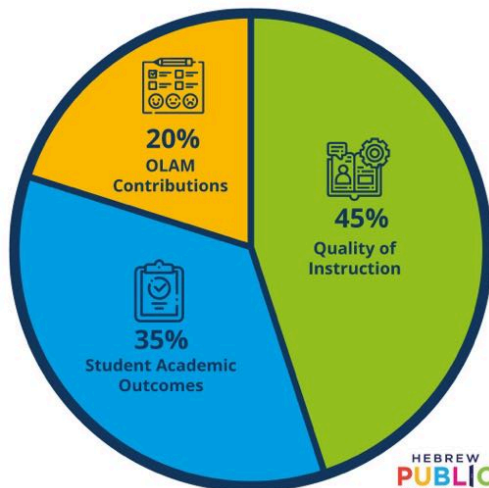
The measures that we will use in SY 24-25 will vary depending on staff members' role. There will be 3 different distinct categories of staff at Hebrew Public. \*Labels are for categorization purposes only

- Category A Teachers: K-8 General Education, ELA, Math, Special Education, and ICT
- Category B Teachers: Pre-K, Science, Social Studies, Hebrew, Specials, Interventionists, and MLL
- Category C Staff: Culture Associates, Social Workers, Program Managers

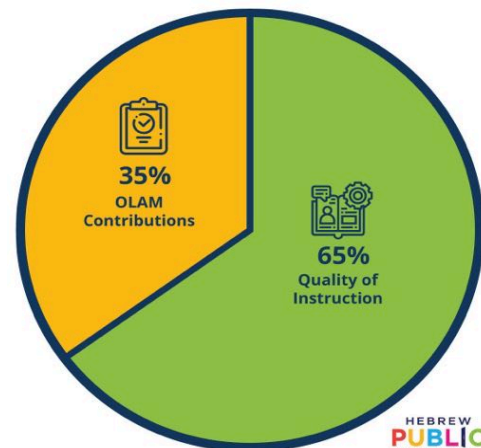
### All Staff:

- **Developmental Rubrics and Frameworks:** We will utilize a number of distinct rubrics and frameworks based on role, to support development.
- **OLAM Values Contributions:** Managers will complete a survey for each staff member who they manage. Survey questions are adapted from HP's OLAM values.
- **Student Academic Outcomes\*:** Student Academic Outcomes are measured using both growth and achievement data, over the course of 2 years. *\*In SY 24-25 this will only be applicable for Category A (K-8 General Education, ELA, Math, Special Education, and ICT).*

**Category A**



**Category B & C**





## **Developmental Rubrics and Frameworks**

| Role                                                                                                                | Developmental Rubric/Framework                                         |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Teachers                                                                                                            | <a href="#">Hebrew Public Teacher Observation Rubric</a>               |
| School Counselors and Social Workers                                                                                | <a href="#">Danielson Framework for Social Workers</a>                 |
| Culture Associates                                                                                                  | <a href="#">HP Culture Associate Evaluation and Development Rubric</a> |
| Instructional Leaders (Heads of School, Assistant Heads of School, Academic Deans & Special Education Coordinators) | <a href="#">Hebrew Public Framework for Instructional Leaders</a>      |
| Non-Instructional Leaders (Executive Directors, Deans of Culture, etc.)                                             | <a href="#">Hebrew Public Framework for Non-Instructional Leaders</a>  |

## **OLAM Values Contributions**

At the heart of our mission are our OLAM, or “world” values, which articulate the core ethical and intellectual virtues we strive to instill in our students:

- *Outstanding Problem Solvers:* We teach students to be optimistic and solution-oriented, valuing constructive disagreement and discourse as key to learning. Our approach encourages the use of critical thinking and evidence-based methods to tackle complex challenges.
- *Lifelong Learners:* Hebrew Public fosters a love of learning that inspires students and educators alike to pursue knowledge and self-improvement throughout their lives. We emphasize the importance of feedback and reflection as tools for continuous growth.
- *Aware Communicators:* We prioritize the development of strong communication skills, including the ability to listen deeply and consider diverse perspectives. Our curriculum aims to equip students to express themselves clearly and effectively, adapting to various cultural and linguistic contexts.
- *Making a Difference:* We empower our students to use their skills and knowledge to make meaningful contributions to their communities and the world. From small acts of kindness to large-scale initiatives, we believe everyone has the potential to effect positive change.

Each spring, managers complete a survey about how each staff member models the OLAM values and contributes to the school community. The survey includes both quantitative and qualitative feedback. The survey feedback will be debriefed with all staff members to help them grow as positive members of the school community. You can view the full [survey](#) here.



## **Student Growth & Achievement (Category A Teachers Only)\***

In addition to developmental rubrics and OLAM contributions, student growth and achievement will be incorporated into evaluations for teachers\*

Each teacher's Student Growth & Achievement Measure will look at two years of results:

- The prior year, worth 40% of the SGA
- The current year, worth 60% of the SGA

For all grades, Growth will be measured using NWEA MAP Assessments. For Grades K-2, Achievement will be measured using NWEA MAP Assessments. For Grades 3-8, Achievement will be measured using State Exams.

For students who receive significant special education services, we will only include growth within the SGA.

## **Process, Communication, & Timeline**

The below timeline will guide the Hebrew Public 5 step evaluation process:

### **1. Goal Setting & Self-Evaluation #1**

- At the start of the school year, staff will complete a self evaluation using the OLAM Contributions Survey and role specific rubric/framework\* and set goals with their manager

### **2. Fall Formal Observation (instructional) & Snapshot Conversation**

- In late November and December, instructional staff will engage in their 1st Formal Observation, inclusive of a post observation debrief, on Arc 1 and 2 indicators. Other staff members will receive 1st ratings on role specific rubric.

### **3. Spring Formal Observation (instructional), Self Evaluation #2 & Evaluation**

- In late March and April, Staff will complete a self evaluation using the OLAM Contributions Survey and role specific rubric/framework
- Teachers will engage in their 2nd Formal Observation on Arc 1, 2, and 3 indicators, inclusive of a post observation meeting and debrief
- Other staff members will receive 2nd rating on role specific rubric/framework\*
- Managers will complete formal evaluations conversations inclusive of:
  - Yearlong Observations / Ratings using role specific rubric/framework
  - Fall and Spring coaching visit data\*





- OLAM Contributions
- Student Academic Outcomes\*
- SURGE designations\* (*Category A & B teachers only*)

#### **4. Offer Letters**

- Following evaluation conversations, staff members will receive offer letters directly from Talent

#### **5. Optional Snapshot Conversation #2**

- In late May / June, Managers will lead Snapshot Conversation #2 and discuss:
  - All observation / rubric rating data
  - Available student data\*
  - Status of offer for the following school year



## **Evaluation Guidance Document for Schools**

### **Overview**

We believe that all staff members are entitled to a fair, equitable and transparent performance management process that promotes personal and professional development. The frameworks we have adopted are developmental in nature, and were designed to support on-going growth, regardless of where an individual may currently be in their practice.

In the summer of 2019 we introduced teachers to a version of the Danielson Framework that Hebrew Public adopted across the network to support our approach to goal setting, development and evaluation. We similarly introduced two versions of the New Leaders Framework which we have adopted, one for instructional leaders and one for non-instructional leaders. In the fall of 2019 we introduced a fourth framework, the Danielson Framework for Social Workers, so that staff across a multitude of roles would have a tool to support their on-going development. We have also workshopped our approach to evaluations of Operations staff that we are incorporating into our evaluation process as well.

### **General approach**

- All staff should be given feedback on a regular basis outside of the evaluation process. Teachers should be observed and should receive written and/or verbal feedback.
- Every staff member should receive a mid-year rating from their immediate supervisor clearly articulating their overall performance level and relative strengths and growth areas. All mid-year conferences should be completed by early spring.
- We do not conduct a second, end-of-year evaluation unless requested by a staff member or determined appropriate by a supervisor.

### **Observations**

All staff should be given feedback on a regular basis outside of the evaluation process. Teachers should be observed and should receive written and/or verbal feedback. Feedback should be direct, honest and supportive. We believe that frequent observations coupled with feedback will increase every teachers' understanding of their specific strengths, growth areas and overall effectiveness.

## **Mid-Year Conversation**

### **RATINGS**

The primary purpose of having teacher and leader frameworks is to offer a guidepost for professional improvement and growth. For this reason, we focus on observation, coaching and high-quality feedback. That said, during the February/March Mid-Year Conversation, staff members and leaders will have the opportunity to look back over all of the work, observations and conversations they've had together and assess their progress.

There will be a total of 16 ratings given at this time - one for each of the 12 components, and one for each of the 4 domains. These are holistic ratings based on a preponderance of evidence. In other words, lesson plans, participation in professional learning, observations, walk-throughs - all of these moments are evidence that could be utilized for ratings.

NOTE: Teachers **will not** receive one overall rating. In other words, a teacher will not be told that they are Unsatisfactory, Working Towards Improvement, Proficient or Advanced Proficient as a whole.

### **TIMELINE**

We will hold Mid-Year Conversations with staff in February and early March. Final deadlines will be determined by your Head of School in collaboration with the Chief Schools Officer.

During the window of time described above, leaders will meet one-on-one with staff to have a step-back conversation about the first five months of school. These conversations will serve to set priorities and personal goals for the remaining months of the school year.

## **The Frameworks**

As stated above, we are utilizing a number of distinct frameworks to support and evaluate staff.

**Teachers:** The network has adapted a streamlined version of the Danielson Framework focusing on 12 components. The 12 selected components were carefully chosen to align with our values and priorities and there should be something there that applies to every instructor, regardless of role.

**Social Workers:** We have selected Danielson's Framework for Social Workers, and like the teaching framework, have selected ten components that align with our network's values and priorities.

**Leaders:** There are two frameworks, one for Instructional Leaders and the other for Non-Instructional Leaders.



**Operation Team Members:** We have workshopped an evaluation structure for our Ops Team Members that occurs simultaneously. It is not incorporated into this guidance document.

## **Who Uses Which Rubric?**

| <b>ROLE</b>                                                                                                         | <b>RUBRIC</b>                                                         |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Teachers                                                                                                            | <a href="#">Hebrew Public Framework for Teachers</a>                  |
| School Counselors and Social Workers                                                                                | <a href="#">Danielson Framework for Social Workers</a>                |
| Culture Associates                                                                                                  | <a href="#">Hebrew Public Framework for Culture Associates</a>        |
| Instructional Leaders (Heads of School, Assistant Heads of School, Academic Deans & Special Education Coordinators) | <a href="#">Hebrew Public Framework for Instructional Leaders</a>     |
| Non-Instructional Leaders (Executive Directors, Deans of Culture, etc.)                                             | <a href="#">Hebrew Public Framework for Non-Instructional Leaders</a> |

## **Leader Guidance**

### Archived Resources:

-  2020-2021 Evaluation Guidance Memo
-  2021-2022 Evaluation Guidance Memo

### Overview:

This document and our evaluation templates have been edited to be “evergreen” and not reflect specific years / dates. Pages 4-8 are meant to serve as guidance and reference to HOSs and leadership teams. Pages 1-3 are meant to be all staff facing and can be shared as a separate document, linked below:

-  Hebrew Public Evaluation Process

### **Launching Evaluations with All Staff**

Below are some talking points for launching evaluations with all staff. HOSs will work with their LT to consider how they want to invest their staff in the evaluation process and use / personalize as they see fit.

Note: some of our schools have shifted to the language of “Mid-Year Review” instead of “Mid-Year Evaluation”. We support this if you choose to make that shift. We have not yet shifted to that language in the central guidance document so schools that do use the language of review instead of evaluation can simply make a note to staff that the central document uses the term evaluation instead.

### Talking points:

- As professionals, we have the opportunity to take a step back and reflect on our own progress and set goals for the remainder of our school year.
- We do this using our mid-year evaluation (or mid-year review) process and a set of professional frameworks as our norming tools.
- We do this collaboratively, using both self assessment about our progress through self-reflection and assessment of our progress through our coach’s reflections and noticings.

### **Timeline**

Creating a timeline for evaluations is always challenging given competing demands. Below is a potential timeline to consider as a starting point. HOSs will need to flesh out, adjust and personalize it for the needs of your school and / or create an entirely different one in collaboration with their LT and the CSO.

### Sample Timeline:

- August-October: Review evaluation process with all staff; if doing self-evaluations or goal setting, assign self-evaluations / goal setting to staff with a deadline to return to coach
  - [previous rollout session](#) - these are simply a resource, they would need to be fully revamped
- Mid/Late January: Remind staff of evaluation timeline and the fact that evaluations will take place over the course of February and March. Assign a date for staff to complete and submit self-evaluations to their coach.
- Mid/Late January: coaches review self-evaluations and draft their responses / final evaluations
- Late January/Early February: HOS gives feedback on a sample of evaluations for each coach





- Early February-Early March: coaches meet with staff and lead evaluation conversations
- Early March: coaches upload final evaluations to central storage location

Note: we have traditionally extended offers in a separate process following our evaluation process. This generally takes place during March and early April. HOSs will work with CSO and CTO to determine the exact timeline of offers separately.

### Self Evaluation as the Starting Point

While this has been piloted in a variety of ways we are encouraging schools across the network to consider using self-evaluation as a starting point. We have revised the overall guidance to be more generic so that schools can share it with staff regardless of which direction they choose to go in.

If you do choose to have the process start with staff evaluating themselves, there are a variety of formats that can be used. One is simply a copy of the framework with space for comments and we've provided a sample of this below. Another would be a separate document that had the titles of each component but not the rubric itself, again with space for comments. If beginning with self-evaluation, HOSs will work with their team to determine what format they would like to use and personalize / adjust the format provided below or create a different template as they see fit.

-  HP Teacher Evaluation and Development Rubric (SELF-ASSESSMENT FORMAT)
-  HP Non-Instructional Leaders docx (SELF ASSESSMENT TEMPLATE).docx
-  HP Instructional Leaders docx (SELF ASSESSMENT TEMPLATE).docx
-  *Sample - HP Instructional Leaders .docx (SELF ASSESSMENT TEMPLATE).docx*

### 360 Input

For senior school and network roles we incorporate the input of colleagues other than one's direct coach and supervisor. This includes Heads of School. These 360 evaluations take a number of forms based on the role and individual but all strive to gather meaningful feedback from a variety of stakeholders in line with our OLAM values. They are incorporated into our final evaluations.



### Paylocity & Storage

We store our completed evaluations in Paylocity. This allows us to reference past evaluations in future conversations about growth and performance as well as for compliance purposes. Please see [this guidance](#) which is updated with step-by-step instructions to upload a PDF to Paylocity for long term storage.

### Supplemental Positions & Generic Evaluation

There are times when we create new positions across our schools as determined by the needs we see and the pool of candidates we have. One such example was the Student Support Associate position created in 2020-2021. Student Support Associates have acted as internal paraprofessionals at some schools, monitored Dean's Offices at some schools, run Lunch Duty and completed other similar floater / sub-like responsibilities.

A single evaluation rubric is unlikely to encompass the exact duties of each of these roles but we have created a draft evaluation encompassing basic professionalism and can be modified for varying roles as school leaders choose.

-  HP Student Support Associate Evaluation and Development Rubric - 21/22
-  SAMPLE COMPLETED Student Support Associate Evaluation and Development Rubric - ...
  - This sample includes a completed narrative and the reviewer added one row from the Culture Associate rubric to evaluate the SSA based on their hypothetical responsibilities.

### **Grade Team Leaders**

In past years we have piloted a simple grade team evaluation. Schools can choose to use this with grade team leaders this year in addition to the teacher evaluation. It is linked [here](#). As previously noted, it is not meant to be inclusive of all responsibilities of the grade team leader but rather to focus on professional leadership, and to create a space for narrative feedback on them in this role. In the written portion schools should get specific around tangible grows, glows and narrative feedback about their performance in the role. Adaptation and personalization is encouraged with HOS approval.

In order to complete the evaluation, please make a copy of the evaluation for each grade team leader, fill in the first and last page to personalize it, and shade the appropriate box to score the grade team leader on each indicator.

## Written Feedback

On the mid-year evaluation there is space for leaders to provide feedback across each of the four domains. Feedback should be relevant, connected to past conversations, observations and interactions with the teacher, and should be approximately 3-5 sentences in length.

### Sample Feedback Examples

Below are three different examples of feedback reflecting the type of feedback school leaders might provide their teachers. You'll see that there is an example of domain-specific feedback for a teacher rated "Proficient," "Working Towards Improvement" and "Unsatisfactory." As samples, we know that these may not fit your exact style or approach, but we wanted to show you various ways you could meaningfully communicate progress to a teacher based on the four domains in Danielson. Underneath each sample you will see some bullet points where we call out some of the specifics of each example.

### ***Example #1: Sample feedback for a teacher who is proficient in Domain 3:***

#### **Domain 3, Instruction**

In the fall you set a goal specific to *Questioning and Discussion Techniques*. There has been a conspicuous shift in the flow of dialogue in your classroom as you have worked toward the goal of making your instruction more student-centered. As we have previously discussed, you have been experimenting with sentence stems and with a few different moves that get students out of their seats to interact with one another. You should feel proud of the effort and progress you have made in this area. Continue experimenting and challenging yourself beyond your comfort zone, and make a point of including student talk moves in *all* your lesson plans to improve consistency.

This example includes:

- Encouraging language, "You should feel proud of the effort and progress you have made in this area."
- A reference to a specific component in the domain, and the goal that the teacher set. Notice that the wording of the goal is not re-written verbatim, but that the leader refers to it. In this instance it made sense to use the goal as the cornerstone of the feedback, but keep in mind that that is optional and may not always be the case.
- The leader sets an expectation on how to continue with this goal when she states "include student talk moves in *all* your lesson plans."

### ***Example #2: Sample feedback for a teacher who is working towards improvement in Domain 1:***

#### **Domain 1, Planning & Preparation**



We have worked this year to help you increase your understanding of math concepts so you can teach more confidently, and so kids will improve their mathematical understanding. It's important that you continue studying and building your own level of comfort in understanding the math concepts being taught and the prior knowledge kids need in order to be successful. There are three things we've been discussing that I'd like to see occur more consistently: I would like to see you asking more questions in planning meetings, I'd like to see evidence that you are studying the math materials *ahead of time* by marking up the manual with post-its, and I want you to bring your lesson plans with pre-scripted questions to all of our check ins. The lessons where you have done this level of prep have been noticeably more effective for kids, as we've discussed, and the key to improvement now is turning this into a consistent daily habit.

This example includes:

- The leader here is very clear about what the need is. The teacher needs to plan better by studying and interacting with the program manual.
- There are a finite number of steps (3), and they are clearly articulated.
- The leader is encouraging ("The lessons where you've done this level of prep have been noticeably more effective for kids...").
- The leader emphasizes the need for consistency, "the key to improvement now is turning this into a consistent daily habit."

### ***Example #3: Sample feedback for a teacher who is currently Unsatisfactory Domain 2:***

#### **Domain 2, Classroom Environment**

We remain concerned about the lack of respect that is seen and heard among and between students in your classes. Student language, put downs and genuine disrespect often go unnoticed and/or unchallenged in your classroom, signaling to students that there are no boundaries. It is imperative that you begin every single lesson by standing at the door, greeting students, and reviewing the 3 expectations we have repeatedly discussed and corresponded about. I also recommend that you schedule time to visit your grade level lead's classroom in order to observe his routines and procedures. I do believe that you could turn this around if you are committed to doing so, and I look forward to continuing to support you in your growth.

This example includes:

- A direct expression of on-going concern regarding the teacher's performance. "We remain concerned about..."

- Priority for the next step is clear: “It is imperative that you begin every single lesson by standing at the door and greeting students, and reviewing the 3 expectations we have discussed and corresponded about.” This signals that this has been discussed previously.
- A concrete suggestion “schedule time to visit your grade level lead’s classroom” is included.
- In the last sentence, the leader expresses belief that the situation could be turned around “if you are committed to doing so.” This puts the onus on the teacher to course correct, while also reminding the teacher that there are other supports available.

## Leadership Competencies

| Competencies                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency #1: Instructional and programmatic expertise</b>                                                                                                                    |
| Candidate understands what great instruction looks like for optimal teaching and learning.                                                                                        |
| Can understand the why and how of all lessons in a clear and concise way;                                                                                                         |
| Demonstrates an ability to properly analyze data to drive instruction and make informed decisions as a result;                                                                    |
| Understands CCS and proven ability to differentiate instruction based on needs of students;                                                                                       |
| Ability to involve other leaders and teachers in creative ways to approach instruction to drive outcomes;                                                                         |
| Maintains a goal-based approach to curriculum and instruction by keeping a pulse on needs of students and staff to build programmatic areas;                                      |
| Knowledgeable on industry trends, best instructional practices, and stays abreast on educational research.                                                                        |
|                                                                                                                                                                                   |
| <b>Competency #2: Adult Leadership and management</b>                                                                                                                             |
| Candidate is able to lead others toward greater success and outcomes for the school.                                                                                              |
| Coaches others to see opportunities and pitfalls to programmatic offerings and works to increase, scale, and experiment with the way the program is delivered for ideal outcomes; |
| Effectively prepares for individual and group meetings and efficiently uses materials and time to engage teachers and leaders;                                                    |
| Anticipates all teacher and leader needs through effective use of data, keen eye to detail, and provides solutions before issues arise;                                           |
| Strategically looks at professional development as a way to improve teaching, build a bench for leadership, and retain top talent;                                                |
| Seeks ways to collaborate and build relationships with the entire school community;                                                                                               |
| Uses creativity to challenge the norm to advance the knowledge and best practices of teachers and leaders;                                                                        |
| Uses influential leadership skills to execute the organization's mission, vision,                                                                                                 |

|                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and values;                                                                                                                                                                        |
| Collaborates well with an active board and seeks opportunities for board involvement in all areas;                                                                                 |
| Believes in the “people”/talent side of the school to maintain a scalable and healthy future;                                                                                      |
| Possesses a high level of emotional intelligence;                                                                                                                                  |
| Provides regular and honest feedback, guidance and coaching to support individual performance;                                                                                     |
| Experience in hiring leaders and other team members in an effort to advance the organization;                                                                                      |
| Inspires, motivates and engages people to develop new and improved (and efficient) ways of operating;                                                                              |
| Holds self and others to a high-level of accountability.                                                                                                                           |
|                                                                                                                                                                                    |
| <b>Competency #3: Community and Stakeholder Engagement</b>                                                                                                                         |
| Candidate prioritizes the importance of building strong relationships with internal and external stakeholders in the school and within the Staten Island community.                |
| Possesses a keen interest and commitment in the community, while thoughtfully navigating the complex political, social, economical, cultural, and racial dynamics of the community |
| Ability to effectively manage leadership and staffing changes                                                                                                                      |
| Demonstrates ability to effectively lead internal and external stakeholders in ever-evolving diversity, equity, inclusion, and belonging initiatives;                              |
| Effective speaker who is able to communicate well with all stakeholders and school community;                                                                                      |
| Clear and concise writer who is able to articulate where HP is currently and the desired future state;                                                                             |
| Offers excellent presentation skills and the ability to “pitch” ideas effectively;                                                                                                 |
| Possesses a high degree of humility; welcomes feedback and seeks input from internal and external stakeholders;                                                                    |
| Is entrepreneurial and centered around meeting and exceeding goals;                                                                                                                |
| Engages others through active listening; understands the needs and agendas of others;                                                                                              |

Follows through on commitments to others and creates trust with teachers and school stakeholders.

#### **Competency #4: Mission alignment**

Candidate possesses an interest in and passion for the mission of the School and Hebrew Public; commitment educational excellence and equity; commitment to diversity; attributes of global citizenship.

Demonstrates personal and professional passion for the mission and vision of the organization;

Possesses record of results in closing opportunity gaps to ensure all students receive an equitable and high quality education;

Brings personal experience as a multi-language learner or deeply understands the various ways in which learning another language benefits children in becoming global citizens

Is immensely aware, in all settings, to be an example for the school for all others to follow in regards to the tone of the school and its culture;

Demonstrates a democratic style where everyone has a voice, consistently looking through a lens of diversity, equity, and inclusion; ability to influence peers, team members, and executive staff;

Possesses deep knowledge of various social-emotional learning programs and approaches;

Identifies as a life-long learner.

#### **Competency #5: Operational and Financial Management**

Candidate understands how to run the administrative and operational facets of the school to ensure and protect the best learning environment.

Demonstrates a keen understanding of systems and structures to run a school efficiently and effectively;

Creates a safe and inclusive environment where all students and staff flourish;

Understands the connection between environment and school culture;

Ability to develop and evolve best practices to ensure the school is well-maintained;

Finesse in working to maximize resources in an effort to be mindful of expenses;

Experience managing a school's budget.

|                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience with the long-term financial planning of a school                                                                                                                               |
|                                                                                                                                                                                            |
| <b>Competency #6: Hebrew &amp; Global Citizenship- KS</b>                                                                                                                                  |
| Ability to read, write, speak and read Hebrew fluently                                                                                                                                     |
| Knowledgeable on language acquisition, language development, proficiency approach                                                                                                          |
| Knowledgeable on Global Studies and Global Citizenship curriculums                                                                                                                         |
| Demonstrates ability to implement and coach teachers in language instructional units and supporting aids based on the proficiency approach, including assessments and evaluation materials |
| Develop detailed guidelines for teachers on how to use Hebrew and language instructional units.                                                                                            |
| Collaborative approach to integrating language learning into other content areas and classroom routines                                                                                    |
|                                                                                                                                                                                            |
| <b>Competency #7: School Culture/Climate</b>                                                                                                                                               |
| Work with staff on modeling and implementing social and emotional practices                                                                                                                |
| Coaches and trains staff on Responsive Classroom practices                                                                                                                                 |
| <b>Support and promote the school's culture, professional values and standards, and serve as a role model to all students</b>                                                              |
| Issues student consequences as needed in response to violations of student code of conduct                                                                                                 |
| Maintains accurate records related to student suspensions, attendance, and other state reporting                                                                                           |
| <b>Build and reinforce lasting relationships with families to support students' success, including regular phone calls and conferences</b>                                                 |
| Supervise students who have been removed from the classroom and ensure proper follow-up, involving faculty and families as appropriate                                                     |
| Support the infusion of character education and values into all aspects of school life                                                                                                     |
| <b>Partner with and support teachers on building strong classroom cultures and fostering positive behavior in all students</b>                                                             |
| Build students' skills for independently preventing and resolving disagreements through peer mediation, restorative practices, and tier 2-3                                                |

|                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| interventions                                                                                                                                                                                                                                    |
| Inspire students to hold themselves to high standards of academics and character                                                                                                                                                                 |
| Manage all suspension protocols, including ensuring alternative instruction                                                                                                                                                                      |
| Develop, implement, and manage student attendance plans to ensure an high percentage of school wide attendance and timely arrival                                                                                                                |
|                                                                                                                                                                                                                                                  |
| <b>Competency #8: Special Education -SG <a href="#">JD Here</a></b>                                                                                                                                                                              |
| Candidate understands what great instruction looks like for optimal teaching and learning for all students with a focus on all Special Education Services, 504 plans, Academic and Social Emotional Interventions, and English Learner services. |
| Chair and conduct manifestation determination meetings and other special education meetings such as evaluations and related services for students.                                                                                               |
| Demonstrates an ability to properly analyze data to drive instruction and make informed decisions as a result;                                                                                                                                   |
| Understands and is able to supervise and coordinate the Individual Education Plan (IEP) and 504 processes with a proven ability to differentiate instruction based on needs of students;                                                         |
| Ability to involve other leaders and teachers in creative ways to approach instruction to drive outcomes;                                                                                                                                        |
| Maintains a goal-based approach to curriculum and instruction by keeping a pulse on needs of students and staff to build programmatic areas;                                                                                                     |
| Knowledgeable on industry trends, best instructional practices, and stays abreast on educational research.                                                                                                                                       |
| Ensure the implementation of accommodations in the general education environment are in full compliance with all special education laws                                                                                                          |
| Conduct informal and formal evaluations for special education teachers and other school staff members.                                                                                                                                           |
| Coordinate and monitor the School Social Work services and Mental Health services of partner organizations.                                                                                                                                      |

# Hebrew Public





## Teacher Observation Rubric

The Teacher Observation Rubric is a tool for teacher development and evaluation that clearly articulates the vision for what excellent teaching and learning look like across all Hebrew Public, K-8.



### Rubric Domains

The Hebrew Public Teacher Observation Rubric is structured into four Domains that describe the major elements of a successful classroom. An Essential Question accompanies each Domain:

| Domain |                                                                                                             | Essential Question                                                                                                                               |
|--------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      |  Classroom Culture        | To what extent is the classroom environment predictable, accessible, joyful, and maximizing learning time?                                       |
| 2      |  Lesson Execution        | To what extent is the student experience urgent, rigorous, and differentiated to meet the needs of every student?                                |
| 3      |  Student Thinking        | To what extent are students responsible for doing the thinking, speaking, writing and/or creating in the classroom?                              |
| 4      |  Data-Driven Instruction | To what extent do students demonstrate they are learning and do teachers reteach or provide feedback that encourages more precise understanding? |

Each Essential Question guides the observer to focus on the indicators that describe the Domain at four levels of performance. Each Indicator has several descriptors. These descriptors articulate the teacher and student behaviors that an observer would see in the classroom at each of four different performance levels. The goal for each teacher is to work towards a rating of “Proficiency” or a “Level 3” during each observation. The language in the proficient column outlines the characteristics of a strong classroom in each Indicator.

Many teacher actions contribute to high quality teaching and learning. To recognize this important work, each Domain includes Core Teacher Skills. Core Teacher Skills are evaluated, but instead serve to name much of the work teachers do to achieve the levels of performance noted in the Indicators, and are meant to provide a common language and set of expectations for coaches to use to support teacher growth and development.





# Domain # 1: Classroom Culture

Domain # 1: Classroom Culture: To what extent is the classroom environment predictable, accessible, joyful, and maximizing learning time?

|                                                                                                                                                                                                      | Emerging Level 1                                                                                                                                                                                                                          | Approaching Level 2                                                                                                                                                                                                                          | Proficient Level 3                                                                                                                                                                                                  | Exemplary Level 4                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator 1.1</b><br><br><b>Predictable Routines and Efficient Use of Time:</b><br><br>We learn best when there are meaningful routines and procedures in place that maximize instructional time. | Teacher <b>rarely</b> communicates school-wide routines and procedures or the routines and procedures are ineffective and/or inefficient.                                                                                                 | Teacher <b>sometimes</b> communicates and upholds school-wide routines and procedures that are clear and maximize instructional time.                                                                                                        | Teacher <b>almost always</b> communicates and upholds school-wide routines and procedures that are clear and maximize instructional time.                                                                           | Teacher <b>always</b> communicates and upholds school-wide routines and procedures that are clear and maximize instructional time.                                                                           |
|                                                                                                                                                                                                      | AND less than 60% of students follow established classroom routines and procedures (because they haven't been communicated).                                                                                                              | AND AT LEAST 60% of students follow established classroom routines and procedures.                                                                                                                                                           | AND AT LEAST 75% of students follow established classroom routines and procedures and instructional time is maximized.                                                                                              | AND AT LEAST 90% of students engage in student-led classroom routines and procedures and instructional time is maximized.                                                                                    |
| <b>Indicator 1.2</b><br><br><b>Access and Expectations for All:</b><br><br>We learn best when expectations are high and all of us are supported and encouraged.                                      | Teacher <b>rarely</b> demonstrates, models, or communicates high expectations for learning and achievement for all students and does not provide supports or supports are not matched to students' needs to help meet those expectations. | Teacher <b>sometimes</b> demonstrates, models, or communicates high expectations for learning and achievement for all students but does not provide supports or supports are not matched to students' needs to help meet those expectations. | Teacher <b>almost always</b> demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations. | Teacher <b>always</b> demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations. |
|                                                                                                                                                                                                      | AND less than 60% of students participate in classroom experience and engage in assigned work.                                                                                                                                            | AND AT LEAST 60% of students participate in classroom experience and engage in assigned work.                                                                                                                                                | AND AT LEAST 75% of students participate in classroom experience and engage in assigned work.                                                                                                                       | AND AT LEAST 90% of students participate in classroom experience and engage in assigned work.                                                                                                                |
| <b>Indicator 1.3</b><br><br><b>Community and Relationships:</b><br><br>We learn best in community with others who care about us.                                                                     | Teacher <b>does not demonstrate respect</b> for all students through words and actions.                                                                                                                                                   | Teacher <b>demonstrates respect</b> for all students through words and actions.                                                                                                                                                              | Teacher <b>demonstrates genuine care and respect</b> for all students through words and actions.                                                                                                                    | Teacher <b>demonstrates genuine care, warmth, and respect</b> for all students through words and actions.                                                                                                    |
|                                                                                                                                                                                                      | AND less than 60% of students show care for their peers and their learning community.                                                                                                                                                     | AND AT LEAST 60% of students show care for their peers and their learning community.                                                                                                                                                         | AND AT LEAST 75% of students show care for their peers and their learning community.                                                                                                                                | AND AT LEAST 90% of students show care for their peers, their learning community, and demonstrate a growth mindset when mistakes are made.                                                                   |
| <b>Indicator 1.4</b><br><br><b>Academic Joy:</b><br><br>We learn best when learning is fun and engaging.                                                                                             | Teacher <b>does not demonstrate enthusiasm</b> for content and <b>may exhibit confusion</b> surrounding the material being taught.                                                                                                        | Teacher <b>demonstrates some enthusiasm</b> for content, <b>exhibits some knowledge</b> of the material being taught, and <b>occasionally brings joy</b> to the student experience.                                                          | Teacher <b>demonstrates enthusiasm</b> for content, <b>exhibits knowledge</b> of the material being taught, and <b>brings joy to the student experience</b> .                                                       | Teacher <b>demonstrates enthusiasm</b> for content, <b>exhibits deep knowledge</b> of the material being taught, and <b>brings joy to the student experience</b> .                                           |
|                                                                                                                                                                                                      | AND less than 60% of students demonstrate engagement and joy.                                                                                                                                                                             | AND AT LEAST 60% of students demonstrate engagement, curiosity, and joy while learning.                                                                                                                                                      | AND AT LEAST 75% of students demonstrate engagement, curiosity, and joy while learning.                                                                                                                             | AND AT LEAST 90% of students demonstrate engagement, curiosity, and joy while learning.                                                                                                                      |



# Domain # 1: Classroom Culture

## Core Teacher Skills -

*These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach*

### 1.1 - Predictable Routines and Efficient Use of Time

- **Plan** and script procedures for key transitions/routines (e.g., paper passing, lining up, coming to the rug, getting chromebooks)
- **Explicitly** teach and practice all transitions/routines with students using interactive modeling
- **Refine** and improve execution of existing routines to maximize learning time using abbreviated interactive modeling and targeted proactive reminding language
- **Modify** routines and procedures as necessary to meet the needs of individual students
- **Communicate** rationale for classroom expectations grounded in shared hopes and dreams
- **Maintain** warm and firm tone when responding to breaches in expectations using redirecting language and reactive reminding language
- **Implement** logical consequences when appropriate in response to breaches in expectations
- **Create** space for students to share their voices and input around classroom routines and procedures
- **Scan** the classroom to gain awareness of what students are doing and redirect, as needed (e.g., least invasive intervention, proximity, whole-class reset, school-wide behavior system)
- **Ensure** your teacher space is neat, well-organized, and that materials are easily accessible

### 1.2 - Access and Expectations for All

- **Include** time in each class period or at the start/end of the day to intentionally build community (e.g., class greeting, threshold, morning meeting, advisory, SEL lessons)
- **Invite** students to make personal connections to their peers
- **Consistently** and intentionally reinforce what students do well
- **Include** partner and group activities to deepen learning through social interactions, where applicable in the curriculum
- **Develop** clear procedures and processes for group work (e.g., clear roles and responsibilities for each team member)
- **Create** groups with diverse students, perspectives, and ability levels to encourage collaboration and peer support
- **Create** opportunities for students to get to know one another
- **Notice** and reinforce interactions between students that contribute to a positive classroom community
- **Create** a "culture of error" by highlighting mistakes and errors that lead to increased learning and understanding
- **Monitor** air time to ensure equity of voice
- **Develop** an understanding of your students' strengths and challenges
- **Create** classroom space for native language translations and support
- **Affirm** students for their contributions, ideas, effort, kindness, perseverance etc.

### 1.3 - Community and Relationships

- **Include** time in each class period or at the start/end of the day to intentionally build community (e.g., class greeting, threshold, morning meeting, advisory, SEL lessons)
- **Invite** students to make personal connections to their peers
- **Consistently** and intentionally reinforce what students do well
- **Include** partner and group activities to deepen learning through social interactions, where applicable in the curriculum
- **Develop** clear procedures and processes for group work (e.g., clear roles and responsibilities for each team member)
- **Create** groups with diverse students, perspectives, and ability levels to encourage collaboration and peer support
- **Create** opportunities for students to get to know one another
- **Notice** and reinforce interactions between students that contribute to a positive classroom community
- **Create** a "culture of error" by highlighting mistakes and errors that lead to increased learning and understanding
- **Monitor** air time to ensure equity of voice
- **Develop** an understanding of your students' strengths and challenges
- **Create** classroom space for native language translations and support
- **Affirm** students for their contributions, ideas, effort, kindness, perseverance etc.

### 1.4 - Academic Joy

- Deeply **internalize** the content for each lesson and identify aspects that will be relevant and exciting to the students in your class
- **Build** academic excitement in the content through connecting content to prior lessons and/or background knowledge or student experience
- **Listen** to students' interests and ideas so you are better able to make connections between the content and their interests



## Domain # 2: Lesson Execution

Domain # 2: Lesson Execution: To what extent is the student experience urgent, rigorous, and differentiated to meet the needs of every student?

|                                                                                                                                                                  | Emerging Level 1                                                                                                                                                                            | Approaching Level 2                                                                                                                                                                                                                                                             | Proficient Level 3                                                                                                                                                                                 | Exemplary Level 4                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator 2.1</b><br><br><b>Lesson Objective(s):</b><br><br>We learn best when we have a clear idea of what we are learning and why.                          | Teacher <b>does not</b> communicate learning objectives to students and teacher is <b>not aligned to pacing</b> stated by curricular materials.                                             | Teacher <b>somewhat clearly</b> communicates learning objectives to students and is <b>aligned</b> or <b>almost aligned</b> to pacing stated by curricular materials.                                                                                                           | Teacher <b>clearly</b> communicates learning objectives to students and is <b>aligned to pacing</b> stated by curricular materials.                                                                | Teacher <b>clearly</b> communicates learning objectives to students, is <b>aligned to pacing</b> stated by curricular materials, and <b>makes connections</b> between today's learning and previous/future learning. |
|                                                                                                                                                                  | AND less than 60% of students can articulate what they are learning and why.                                                                                                                | AND AT LEAST 60% of students can articulate what they are learning and why.                                                                                                                                                                                                     | AND AT LEAST 75% of students can articulate what they are learning and why.                                                                                                                        | AND AT LEAST 90% of students can articulate what they are learning and why and how it is connected to previous learning.                                                                                             |
| <b>Indicator 2.2</b><br><br><b>Lesson Pacing:</b><br><br>We learn best when we spend the most amount of time on the most important things.                       | Teacher <b>spends too much or too little time on some parts of the lesson;</b> learning time is wasted.                                                                                     | Teacher <b>spends too much or too little time on some parts of the lesson;</b> learning time is only partially maximized.                                                                                                                                                       | Teacher ensures <b>each part of the lesson receives an appropriate amount of time;</b> learning time is maximized.                                                                                 | Teacher creates a student-led environment where students move from one part of the lesson to the next, and <b>each part of the lesson receives an appropriate amount of time;</b> learning time is maximized.        |
|                                                                                                                                                                  | AND less than 60% of students keep pace with the lesson and complete assignments and learning experiences.                                                                                  | AND AT LEAST 60% of students keep pace with the lesson and complete assignments and learning experiences.                                                                                                                                                                       | AND AT LEAST 75% of students keep pace with the lesson and complete assignments and learning experiences.                                                                                          | AND AT LEAST 90% of students keep pace with the lesson and complete assignments and learning experiences.                                                                                                            |
| <b>Indicator 2.3</b><br><br><b>Lesson Rigor:</b><br><br>We learn best when we engage in productive struggle.                                                     | Teacher <b>provides too much or too little scaffolding</b> and does not provide adequate opportunities for students to think critically, speak, write, and/or create throughout the lesson. | Teacher <b>provides slightly too much or slightly too little scaffolding</b> and therefore only partially maximizes opportunities for students to think critically, speak, write, and/or create throughout the lesson. Planning has occurred that demonstrates teacher attempt. | Teacher <b>provides an appropriate amount of scaffolding</b> and creates opportunities for students to think critically, speak, write, and/or create throughout the lesson.                        | Teacher <b>provides an appropriate amount of scaffolding</b> and therefore maximizes opportunities for students to think critically, speak, write, and/or create throughout the lesson.                              |
|                                                                                                                                                                  | AND less than 60% of students are intellectually challenged by their work and engage in productive struggle.                                                                                | AND AND AT LEAST 60% of students are intellectually challenged by their work and engage in productive struggle.                                                                                                                                                                 | AND AT LEAST 75% of students are intellectually challenged by their work and engage in productive struggle.                                                                                        | AND AT LEAST 90% of students are intellectually challenged by their work and engage in productive struggle.                                                                                                          |
| <b>Indicator 2.4</b><br><br><b>Differentiation:</b><br><br>We learn best when we have the accommodations and adaptations we need to support and/or challenge us. | Teacher <b>does not</b> differentiate the content, process, product, and/or learning environment, as needed, for students.                                                                  | Teacher <b>ineffectively</b> differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation. Planning has occurred that demonstrates teacher attempt.                   | Teacher <b>effectively</b> differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation. | Teacher <b>masterfully</b> differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation.                   |
|                                                                                                                                                                  | AND less than 60% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been modified for them.                                | AND AT LEAST 60% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been modified for them.                                                                                                                     | AND AT LEAST 75% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been modified for them.                                        | AND AT LEAST 90% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been modified for them.                                                          |



## Domain # 2: Lesson Execution

### Core Teacher Skills -

*These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach*

#### 2.1 - Lesson Objective(s)

- Study curricular materials to ensure you have the content expertise and background knowledge to teach the lesson
- Internalize the lesson plan so that you are prepared to deliver the material and engage with questions, misconceptions, and diverse ideas on the topic
- Clearly communicate a standards-aligned objective aligned to the curricular materials provided
- Prepare to connect the learning to previous content and/or future content to show how this content is connected and why this content matters
- During the lesson, support students in making connections between current content and previously taught content
- Center the objective throughout the lesson - return to it throughout to help students connect what they are learning to their objectives for the lesson
- Ask students to restate or share what they are learning and why

#### 2.2 - Lesson Pacing

- Pace yourself and your students throughout the lesson (before the lesson through internalization prep and during the lesson through a timer or other method)
- Pre-identify the most essential aspects of the lesson and plan to spend more time on the concepts/tasks most aligned to the objective(s)
- When making instructional decisions during the lesson and/or responding to learner inquiries, consider whether or not the question or idea is related to the objective for learning in that lesson
- Prioritize time for independent practice, discussion, and/or creation in every lesson

#### 2.3 - Lesson Rigor

- Script or identify questions that will engage student thinking
- Prepare the exemplar work product to guide instruction and to set the bar for what students should produce
- Ensure all content (included in lesson plans and communicated to students) is factually accurate
- Develop and communicate clear explanations and exemplars
- Plan or adapt a plan so that your method of delivery aligns with the demands of the objective(s) (e.g., if the objective calls for students to "make causal claims about something" don't stop at basic recall and reproduction questions, push them to make causal claims)
- Evaluate the ratio of learner talk to teacher talk during the lesson
- Consider how much scaffolding students need to access the content; start broad and scaffold as necessary if students need extra support - scaffold, don't rescue
- Create opportunities for students to do the thinking, writing, or creating (e.g., playing in PE, playing instruments in music, painting in art)

#### 2.4 - Differentiation

- Consider the content as an adult learner and identify different ways that students may approach the content and the different ideas and perspectives students may bring
- Develop an understanding of your students' strengths and challenges
- Build relationships with students so that you know their interests, needs, and motivations
- Craft or adapt goals for each student based on their skillset, current level of mastery, and interests
- Pre-plan questions you will ask for different students based on their current level of mastery and needs
- Adapt or accommodate materials, as needed, beforehand so that all students can access the content during the lesson. Consider content, process, product, and learning environment.
- Create areas in the classroom where students can easily access materials needed
- Collaborate with other service providers, teachers, and support team members to meet the needs of each student
- Integrate technology when possible
- Internalize 504 plans, IEPs, EL services, and other accommodations, as necessary
- Post resources to support student learning (e.g., current, high-quality student work, instructional signage)



## Domain # 3: Student Thinking

Domain # 3: Student Thinking: To what extent are students responsible for doing the thinking, speaking, writing, and/or creating in this classroom?

|                                                                                                                                                               | Emerging Level 1                                                                                                                                                                                                                           | Approaching Level 2                                                                                                                                                                                                                                                     | Proficient Level 3                                                                                                                                                                                           | Exemplary Level 4                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator 3.1</b><br><br><b>Questioning:</b><br><br>We learn best when we grapple with big questions.                                                      | Teacher asks questions that primarily <b>require students to recall and reproduce</b> and there are <b>multiple missed opportunities</b> to ask questions that encourage application, synthesis, and extended thinking.                    | Teacher asks questions that <b>primarily require students to recall, reproduce, and demonstrate a basic application of skills</b> . There are <b>missed opportunities</b> to ask questions that encourage synthesis and extended thinking. Teacher scaffolds as needed. | Teacher asks questions at a <b>variety of levels</b> that require students to recall and reproduce, apply skills and concepts, think strategically, and extend their thinking. Teacher scaffolds as needed.  | Teacher intentionally asks questions at a <b>variety of levels</b> that require students to recall and reproduce, apply skills and concepts, think strategically, and extend their thinking. Teacher scaffolds as needed. |
|                                                                                                                                                               | And less than 60% of students can support their answers through evidence and/or explanation, when responding to questions.                                                                                                                 | AND AT LEAST 60% of students can support their answers through evidence and/or explanation, when responding to questions.                                                                                                                                               | AND AT LEAST 75% of students can support their answers through evidence and/or explanation, when responding to questions.                                                                                    | AND AT LEAST 90% of students can support their answers through evidence and/or explanation, when responding to questions.                                                                                                 |
| <b>Indicator 3.2</b><br><br><b>Heavy Lifting:</b><br><br>We learn best in classrooms that center student thought and student voice.                           | The method of delivery of content (e.g., questioning, writing tasks, group work) actually has <b>the teacher mostly</b> doing the thinking, speaking, writing and/or creating.                                                             | The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the <b>students are sometimes</b> doing the thinking, speaking, writing and/or creating.                                                                                  | The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the <b>students are almost always</b> doing the thinking, speaking, writing and/or creating.                   | The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the <b>students are always</b> doing the thinking, speaking, writing and/or creating.                                       |
|                                                                                                                                                               | AND less than 60% of students complete an appropriately challenging amount of the cognitive work during the lesson.                                                                                                                        | AND AT LEAST 60% of students complete an appropriately challenging amount of the cognitive work during the lesson.                                                                                                                                                      | AND AT LEAST 75% of students complete an appropriately challenging amount of the cognitive work during the lesson.                                                                                           | AND AT LEAST 90% of students complete an appropriately challenging amount of the cognitive work during the lesson.                                                                                                        |
| <b>Indicator 3.3</b><br><br><b>Discussion Facilitation:</b><br><br>We learn best when we engage with one another through discussion.                          | Teacher <b>rarely</b> provides prompts to help students answer questions and <b>rarely</b> encourages students to listen to one another and build off of and/or respond to their peers' ideas. Teacher may be rounding up student answers. | Teacher <b>sometimes</b> provides prompts to help students answer questions and <b>sometimes</b> encourages students to listen to one another and build off of and/or respond to their peers' ideas. Teacher may be rounding up student answers.                        | Teacher <b>almost always</b> provides prompts to help students answer questions and <b>almost always</b> encourages students to listen to one another and build off of and/or respond to their peers' ideas. | Teacher <b>always</b> provides prompts to help students answer questions and <b>always</b> encourages students to listen to one another and build off of and/or respond to their peers' ideas.                            |
|                                                                                                                                                               | AND less than 60% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.                                                         | AND AT LEAST 60% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.                                                                                       | AND AT LEAST 75% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.                            | AND AT LEAST 90% of students engage in class discussion by asking questions of one another or responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.      |
| <b>Indicator 3.4</b><br><br><b>Building Content Expertise in Students:</b><br><br>We learn best when instruction encourages deep learning and meaning making. | Teacher <b>rarely</b> presents material in a way that is transferable and allows students to apply their learning to future situations.                                                                                                    | Teacher <b>sometimes</b> presents material in a way that is transferable and allows students to apply their learning to future situations.                                                                                                                              | Teacher <b>almost always</b> presents material in a way that is transferable and allows students to apply their learning to future situations.                                                               | Teacher <b>always</b> presents material in a way that is transferable and allows students to apply their learning to future situations.                                                                                   |
|                                                                                                                                                               | AND less than 60% of students apply their new learning to help them unlock novel problems.                                                                                                                                                 | AND AT LEAST 60% of students apply their new learning to help them unlock novel problems.                                                                                                                                                                               | AND AT LEAST 75% of students apply their new learning to help them unlock novel problems.                                                                                                                    | AND AT LEAST 90% of students apply their new learning to help them unlock novel problems.                                                                                                                                 |



## Domain # 3: Student Thinking

### Core Teacher Skills -

*These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach*

### 3.1 - Questioning

- Intentionally **pre-plan** and script all questions you will ask during the lesson
- **Pose** a variety of questions that require students to access all levels of Depth of Knowledge (DOK) - recall, reproduce, apply skills and concepts, think strategically, and extend their thinking
- **Pitch** questions at the appropriate level of DOK based on the needs of the students and the level of familiarity with the concept
- **Pre-plan** questions and prompts that will support students who need additional support after an initial question is posed (scaffolds)
- **Pre-identify** the most essential aspects of the lesson and plan the questions you will ask during that part of the lesson
- **Craft** questions so that students can respond verbally, in writing, or with computations
- **Scaffold** questions, as needed, to meet students where they are
- **Facilitate** the lesson so that students are doing the thinking and speaking throughout the lesson
- **Encourage** learners to support their ideas with evidence in both speaking and writing
- **Build** a CFS for verbal responses that includes citing evidence or explanation (and make it visible to learners)

### 3.2 - Heavy Lifting

- **Ask** open questions that invite students to do the thinking, speaking, and creating during the lesson
- **Encourage** students to build on and reply directly to each other's ideas, reference each other's thinking when agreeing/disagreeing, and respectfully challenge ideas
- **Ensure** multiple voices are heard
- **Allow** students to engage in the highest impact experiences in each lesson (e.g., dancing during dance, singing/playing instruments during music, writing during writing, athletics during Physical Education)
- **Evaluate** the ratio of learner talk to teacher talk during the lesson
- **Prioritize** time for independent practice and discussion
- **Scaffold** questions, as needed, to meet students where they are
- **Identify** potential misconceptions and prepare to scaffold appropriately both proactively and reactively
- **Ensure** students know where in the classroom to look to find appropriate resources to support their learning

### 3.3 - Discussion Facilitation

- **Encourage** students to respond to one another during discussion without jumping in after each student response to steer the conversation
- **Teach** students habits of discussion explicitly - teach them to listen to one another and respond (e.g., agreeing, disagreeing, asking a follow up question, extending the idea)
- **Select** a strategic question to start the discussion
- **Select** a discussion modality (e.g., hands, cold call, TNT) to start the discussion based on data
- **Launch** the discussion by clearly stating the question, the directions and modality (e.g., hands, cold call, TNT), and providing batch feedback on a habit of discussion, if necessary
- **Hold** students accountable to actively listening and tracking the ideas in the discussion
- **Construct** a learning environment that allows students to speak to and look at one another (e.g., at tables facing one another, in a circle)
- **Prompt** students to ask questions of one another, as necessary
- **Post** visual aids in the room and reference them during discussion to support teachers with habits of discussion

### 3.4 - Building Content Expertise in Students

- **Provide** tasks that allow students to construct meaning/understanding on their own with teacher guidance and support
- **Create** space for discussion amongst students
- **Provide** multiple opportunities for students to apply their learning to similar, but not the same, problems
- **Prompt** students to extend their thinking with questions like - how did you know that? is that always true? would that be true in this scenario?
- **Model** thinking steps for learners
- **Prompt** students to identify a "conjecture", a "key takeaway", or a "stamp" to ensure that students can extend their learning beyond one problem or scenario
- **Activate** students' experience, knowledge, and background as resources for learning; incorporate them authentically into learning
- **Post** high-quality, relevant student work around the classroom and on bulletin boards to support student learning





## Domain # 4: Data-Driven Instruction

Domain # 4: Data-Driven Instruction: To what extent do students demonstrate they are learning and do teachers reteach or provide feedback that encourages more precise understanding?

|                                                                                                                                                                                                           | Emerging Level 1                                                                                                        | Approaching Level 2                                                                                                                                                                               | Proficient Level 3                                                                                                                                                                                                                        | Exemplary Level 4                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator 4.1</b><br><br><b>Active Monitoring:</b><br><br>We learn best when teachers know exactly where students are.                                                                                 | Teacher <b>does not use checks for understanding</b> to assess students' progress towards the objective(s).             | Teacher uses <b>some checks for understanding</b> to evaluate students' progress towards the objective(s).                                                                                        | Teacher uses a <b>variety of checks for understanding</b> to evaluate all students' progress towards the objective(s) at critical moments in the lesson.                                                                                  | Teacher <b>strategically uses a variety of checks for understanding</b> to evaluate all students' progress towards the objective(s) at critical moments in the lesson.                                                                           |
|                                                                                                                                                                                                           | AND less than 60% of students express learning through writing, and/or verbal explanations.                             | AND AT LEAST 60% of students express learning through writing, and/or verbal explanations.                                                                                                        | AND AT LEAST 75% of students express learning through writing, and/or verbal explanations.                                                                                                                                                | AND AT LEAST 90% of students express learning through writing, and/or verbal explanations.                                                                                                                                                       |
| <b>Indicator 4.2</b><br><br><b>Data-Driven Instructional Decisions:</b><br><br>We learn best when instructional decisions are rooted in what students in the room know and are able to do.                | Teacher <b>does not use</b> data gathered from (in)formal assessments or in class CFUs to adjust teaching.              | Teacher gathers data from (in)formal assessments or in class CFUs but <b>ineffectively adjusts</b> teaching.                                                                                      | Teacher uses data gathered from (in)formal assessments or in class CFUs and <b>adjusts</b> teaching to prioritize and address misconceptions and/or errors.                                                                               | Teacher uses data gathered from (in)formal assessments or in class CFUs and <b>strategically adjusts</b> teaching to prioritize and address misconceptions and/or errors.                                                                        |
|                                                                                                                                                                                                           | AND less than 60% of students who received an instructional adjustment, rethink or redo their work.                     | AND AT LEAST 60% of students who received an instructional adjustment, rethink or redo their work.                                                                                                | AND AT LEAST 75% of students who received an instructional adjustment, rethink or redo their work.                                                                                                                                        | AND AT LEAST 90% of students who received an instructional adjustment, rethink or redo their work.                                                                                                                                               |
| <b>Indicator 4.3</b><br><br><b>Intentional Feedback:</b><br><br>We learn best when we receive targeted feedback that supports us in clarifying our understanding and that affirms what we are doing well. | Teacher provides <b>no</b> feedback on student responses or student work and/or feedback provided is <b>unhelpful</b> . | Teacher provides <b>general</b> feedback on student responses or student work in a way that encourages <b>some increased understanding</b> .                                                      | Teacher provides <b>targeted verbal or written feedback</b> on student responses or student work in a way that encourages <b>more precise</b> understanding and/or affirms what students do well.                                         | Teacher provides <b>targeted verbal or written feedback</b> on student responses or student work in a way that encourages <b>more precise understanding</b> and/or <b>affirms what students do well</b> and a <b>growth mindset</b> in students. |
|                                                                                                                                                                                                           | Less than 60% of students use the feedback provided by their teacher to relearn, redo, or improve their work.           | AND AT LEAST 60% of students use the feedback provided by their teacher to relearn, redo, or improve their work.                                                                                  | AND AT LEAST 75% of students use the feedback provided by their teacher to relearn, redo, or improve their work.                                                                                                                          | AND AT LEAST 90% of students use the feedback provided by their teacher to relearn, redo, or improve their work.                                                                                                                                 |
| <b>Indicator 4.4</b><br><br><b>Teaching with Purpose:</b><br><br>We learn best when we know what we are working towards.                                                                                  | Teacher <b>does not articulate goals</b> with their students.                                                           | Teacher articulates general goals with their students and <b>sometimes</b> references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible. | Teacher <b>strategically articulates academic and/or habit-focused goals</b> with their students and almost always references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible. | Teacher strategically articulates academic and/or habit-focused goals with their students and always references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible.                      |
|                                                                                                                                                                                                           | AND less than 60% of students can name goals they are working towards.                                                  | AND AT LEAST 60% of students can name goals they are working towards.                                                                                                                             | AND AT LEAST 75% of students can name specific goals they are working towards and why.                                                                                                                                                    | AND AT LEAST 90% of students can name specific goals they are working towards and why.                                                                                                                                                           |



## Domain # 4: Data-Driven Instruction

### Core Teacher Skills -

*These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach*

#### 4.1 - Active Monitoring

- **Pre-identify** critical moments in the lesson
- **Strategically** monitor to gather information about what students know and don't know
- **Identify** trends in student understandings and misunderstandings
- **Ask** questions to check students' understanding at various points of the lesson
- **Pre-plan** when you will assess progress toward the objective during the lesson
- **Pre-plan** a circulation route - which students will you go to first - why?
- **Identify** the highest priority misconceptions
- **Consider** every question/task/assignment as formative assessment
- **Use** a variety of checks for understanding (CFUs) (e.g., thumbs up/thumbs down, everybody writes, TNT, voting, circulating) to assess student understanding
- **Use** a variety of tools to gather data (e.g., trackers, pre-planned pathways)
- **Collect** work samples and study them to identify trends and plan for reteaches
- **Investigate** what each student knows and where each student needs support
- **Build** structures for students to be able to ask for help
- **Encourage** students to track their own data
- **Ask** students questions about their work

#### 4.2 - Data-Driven Instructional Decisions

- **Identify** the highest priority misconceptions and adjust instruction to address those misconceptions
- **Display** student work to demonstrate accurate and inaccurate thinking
- **Create** a "culture of error" by highlighting mistakes and errors that lead to increased learning and understanding
- **Ask** questions of all students about what they notice in other learner work
- **Ask** questions to check students' understanding at various points of the lesson
- **Collaborate** with other providers to make instructional decisions that are supportive of the needs of each student
- **Facilitate** daily/weekly data meetings to study data and plan for reteaches
- **Post** standards-aligned, grade-level, high-quality student work

#### 4.3 - Intentional Feedback

- **Provide** written and verbal feedback on work (e.g., written responses, answers, performances)
- **Ensure** all feedback includes 1) the what - a strength and high leverage gap; 2) the why - why incorporating this feedback is important; 3) the how - how specifically students will work to close the gap; and 4) the belief - genuine belief that the student can and will improve
- **Target** feedback to meet the needs of individual students
- **Provide** both corrective and affirming feedback
- **Create** feedback structures to ensure all students receive feedback consistently
- **Provide** feedback that is transferrable to future, novel problems and situations
- **Confer** with students during independent and group work time to better understand their strengths and misconceptions, in order to provide relevant and precise feedback
- **Plan** and implement multiple opportunities for students to practice the skills they are expected to master

#### 4.4 - Teaching with Purpose

- **Articulate** age-appropriate, grade level, school-aligned academic and habit focused expectations for your learning community (e.g., academic-focused: today we are working to answer the question: are all squares rectangles? habit-focused: during this discussion, I want you to focus on being "loud and proud" so all your classmates can hear you)
- **Internalize** 504 plans, IEPs, EL services, and other accommodations, as necessary
- **Set** expectations that push students out of their comfort levels, within the appropriate zone of development
- **Reinforce** goals during discussion and independent practice
- **Refer** back to individual goals when providing coaching and feedback to students
- **Prepare** the exemplar work product to guide instruction and to support goal setting for students aligned to grade-level and personal goals



# Appendix

## Guidance on How to Use the Rubric

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Teacher Skills (CTS)                                                     | The Core Teacher Skills are teacher skills and behaviors that contribute to the student outcome in each indicator. The intended use of this list is to support teachers and coaches in growth and development within each indicator. This list is non-exhaustive, meaning that coaches and teachers can work on other skills and use other resources to support the development of a teacher. Similarly, this list is not intended to be used as a checklist – every teacher is in a different place in their development and therefore coaches should use this list with discretion based on the needs of each individual teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Coach Actions Before, During, & After Observations                            | For optimal use, coaches should: <ul style="list-style-type: none"> <li>- count the number of students in the room</li> <li>- familiarize themselves with the students in each classroom (especially exceptional learners and their needs and goals)</li> <li>- review lesson plans and lesson plan internalization work before entering classrooms</li> <li>- observe for a minimum of 15 minutes with the lesson plan in hand</li> <li>- engage with students during observations to ask them questions and see their work</li> <li>- reflect on collected notes and recommended action steps for teachers immediately following each observation</li> <li>- observe teachers in a variety of settings (e.g., different grade levels, courses, times of day, when applicable)</li> <li>- rate only on indicators for which they have sufficient evidence; coaches are not required to rate on every indicator every observation</li> <li>- observe with other leaders, when possible</li> </ul>                                                                                                                                                                                                                                                              |
| Content-Based Rubrics                                                         | Some content areas have their own coaching tools to support teacher growth and development. This rubric should be used in conjunction with other tools. When coaching, observations begin at a general lens, using this rubric, and narrow to more specific and targeted skills, using other content specific rubrics. This ensures that teacher action steps are connected to both the Arc of the Year and the Teacher Observation Rubric.<br><br>For example, if an Math teacher is struggling with indicator 3.1 - Questioning - a coach may use the IST to identify coaching action steps.<br><br>If a Kindergarten teacher is struggling with Indicator 1.1 - Predicable Routine - a coach may use the Foundations Tier I Activity Checklist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Ratings on the Rubric: Indicator vs. Domain and Teacher vs. Student           | For purposes of coaching, coaches will give ratings and action steps during each semester at the <b>Indicator</b> level (e.g., 2.3 or 4.1).<br><br>For purposes of evaluation, ratings will be made at the <b>Domain</b> level. Therefore, teachers will receive one rating on each Domain: Culture and Community, Lesson Execution, Student Thinking, and Data-Driven Instruction, which will be an average of the ratings from the indicators within that domain, for a total of 4 ratings during each snapshot conversation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Ratings on the Rubric: Rating Discrepancy Between Teacher and Student Actions | In the event that there is a discrepancy between an Indicator's teacher action rating and student action rating, the observer should take the lower of the two ratings. We value both the teacher actions and student impact in each Indicator. Both are important to a successful, excellent, and equitable learning environment. In order to support teachers in their growth and development, coaches should focus on the skills not yet mastered to improve performance in an Indicator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Differentiating between an "N/A" and a Level 1                                | "N/A" is reserved for instances when an observer does not have enough evidence or information to rate. For example, an observer should not rate on "Indicator 3.2 - Discussion Facilitation" if they are in a classroom when students are engaged in independent practice and the teacher is circulating and providing feedback. In this example, there is no evidence to support a rating on discussion facilitation and the observer would have no reason to coach around facilitating a discussion during this portion of the lesson.<br><br>Level 1 is reserved for instances when an observer does have data and the data supports a level 1 rating. For example, an observer would rate a 1 on "Indicator 3.2 - Discussion Facilitation" if they are in a classroom when students are engaged in discussion but not speaking or listening to one another or in what could be a whole group discussion (e.g., the teacher is discussing a portion of a novel and asking questions of students and calling on them in a "ping-pong" manner) even if it is not but a discussion would be warranted and benefit student learning. The observer in this case would have reason to coach around facilitating a discussion rather than one off student answers. |

### Sample Feedback Examples

Below are three different examples of feedback reflecting the type of feedback school leaders might provide their teachers.

#### ***Example #1: Sample feedback for a teacher who is proficient in Domain 3:***

*In the fall you set a goal specific to Questioning and Discussion Techniques. There has been a conspicuous shift in the flow of dialogue in your classroom as you have worked toward the goal of making your instruction more student-centered. As we have previously discussed, you have been experimenting with sentence stems and with a few different moves that get students out of their seats to interact with one another. You should feel proud of the effort and progress you have made in this area. Continue experimenting and challenging yourself beyond your comfort zone, and make a point of including student talk moves in all your lesson plans to improve consistency.*

This example includes:

- Encouraging language, “You should feel proud of the effort and progress you have made in this area.”
- A reference to a specific component in the domain, and the goal that the teacher set. Notice that the wording of the goal is not re-written verbatim, but that the leader refers to it. In this instance it made sense to use the goal as the cornerstone of the feedback, but keep in mind that that is optional and may not always be the case.
- The leader sets an expectation on how to continue with this goal when she states “include student talk moves in *all* your lesson plans.”

#### ***Example #2: Sample feedback for a teacher who is working towards improvement in Domain 1:***

*We have worked this year to help you increase your understanding of math concepts so you can teach more confidently, and so kids will improve their mathematical understanding. It's important that you continue studying and building your own level of comfort in understanding the math concepts being taught and the prior knowledge kids need in order to be successful. There are three things we've been discussing that I'd like to see occur more consistently: I would like to see you asking more questions in planning meetings, I'd like to see evidence that you are studying the math materials ahead of time by marking up the manual with post-its, and I want you to bring your lesson plans with pre-scripted questions to all of our check ins. The lessons where you have done this level of prep have been noticeably more effective for kids, as we've discussed, and the key to improvement now is turning this into a consistent daily habit.*

This example includes:

- The leader here is very clear about what the need is. The teacher needs to plan better by studying and interacting with the program manual.
- There are a finite number of steps (3), and they are clearly articulated.
- The leader is encouraging (“The lessons where you’ve done this level of prep have been noticeably more effective for kids…”).
- The leader emphasizes the need for consistency, “the key to improvement now is turning this into a consistent daily habit.”

#### ***Example #3: Sample feedback for a teacher who is currently Unsatisfactory Domain 2:***

*We remain concerned about the lack of respect that is seen and heard among and between students in your classes. Student language, put downs and genuine disrespect often go unnoticed and/or unchallenged in your classroom, signaling to students that there are no boundaries. It is imperative that you begin every single lesson by standing at the door, greeting students, and reviewing the 3 expectations we have repeatedly discussed and corresponded about. I also recommend that you schedule time to visit your grade level lead's classroom in order*

*to observe his routines and procedures. I do believe that you could turn this around if you are committed to doing so, and I look forward to continuing to support you in your growth.*

This example includes:

- A direct expression of on-going concern regarding the teacher's performance. "We remain concerned about..."
- Priority for the next step is clear: "It is imperative that you begin every single lesson by standing at the door and greeting students, and reviewing the 3 expectations we have discussed and corresponded about." This signals that this has been discussed previously.
- A concrete suggestion "schedule time to visit your grade level lead's classroom" is included.
- In the last sentence, the leader expresses belief that the situation could be turned around "if you are committed to doing so." This puts the onus on the teacher to course correct, while also reminding the teacher that there are other supports available.



## **Instructional Leader Evaluation and Development Framework**

*Adapted from New Leaders Principal Evaluation Handbook, 2012*

**Hebrew Public  
Instructional Leadership Framework**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>DOMAIN 1: Shared Vision, School Culture and Family Engagement</b></p> <ol style="list-style-type: none"> <li>1. Develops a shared vision of high expectations and college readiness for all students</li> <li>2. Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision</li> <li>3. Develops cultural competence and a commitment to equity in adults and students</li> <li>4. Engages families and communities as partners to enhance student achievement and success</li> </ol> | <p><b>DOMAIN 3: Talent Management</b></p> <ol style="list-style-type: none"> <li>1. Recruits, hires, assigns, and retains effective staff</li> <li>2. Increases staff effectiveness through professional learning structures</li> <li>3. Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results</li> <li>4. Trains, develops, and supports a high-performing instructional leadership team</li> </ol> |
| <p><b>DOMAIN 2: Learning and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Implements rigorous curricula and assessments tied to both state and college-readiness standards</li> <li>2. Implements high-quality, effective classroom instructional strategies that drive increases in student achievement</li> <li>3. Monitors multiple forms of student level data to inform instructional and intervention decisions</li> </ol>                                                                                                    | <p><b>DOMAIN 4: Strategic Planning and Systems</b></p> <ol style="list-style-type: none"> <li>1. Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan</li> <li>2. Organizes school time to support all student learning and staff development priorities</li> <li>3. Allocates resources to align with the strategic plan</li> </ol>                                                              |
| <p><b>DOMAIN 5: Personal Leadership &amp; Growth</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement</li> <li>2. Constructively manages change with the ultimate goal of improving student achievement</li> <li>3. Communicates openly and clearly based on the situation, audience, and needs</li> </ol>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## DOMAIN I: Shared Vision, School Culture and Family Engagement

|                                                                                                                         | Advanced Proficient                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                | Working Towards Proficient                                                                                                                                                                      | Unsatisfactory                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Develops and/or implements a shared vision of high expectations and college readiness for all students</b>           |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                                                                                                                                                               |
| <b>Develops a shared Vision</b>                                                                                         | Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice                                                                                                              | Engages stakeholders in developing a vision for high student achievement and college readiness                                                                                                                                                            | Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision                                              | Adopts a vision that lacks a focus on student achievement or college readiness                                                                                                |
| <b>Implements a shared Vision</b>                                                                                       | Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision | Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision | Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions | Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision                                                                 |
| <b>Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision</b> |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                                                                                                                                                               |
| <b>Implements a code of conduct aligned with school values</b>                                                          | Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values                                                                          | Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure                                                                                  | Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences                                  | Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations |

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|                                                                                       | and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences                                                                                | the code of conduct and positive and negative consequences are consistently and fairly implemented                                                                                                                                                                                                                                        |                                                                                                                                                                               | and allows positive student and staff behavior to go unrecognized                                                                                |
| <b>Maintains a supportive, secure and respectful learning environment</b>             | Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure | Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure | Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe | Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe |
| <b>Implements routines and smooth transitions</b>                                     | Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision                                                                                                                                                   | Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision                                                                                                                                                                                                        | Develops some routines that connect to student achievement or aspiration and make transitions efficient                                                                       | Allows distractions to interfere with instructional time and timely transitions                                                                  |
| <b>Develops cultural competence and a commitment to equity in adults and students</b> |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                               |                                                                                                                                                  |

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| <b>Models equity</b>                                                                           | Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential                                                                                                                                                          | Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential                                                                                                                                                                                      | Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations                                                                                                                               | Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students                                                                                                                                                                                                                                       |
| <b>Engages in courageous conversations about diversity</b>                                     | Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups | Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups | Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups | Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment |
| <b>Engages families and communities as partners to enhance student achievement and success</b> |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |



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| <b>Welcomes families and community members in to the school</b> | Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors                                                                                                                                                     | Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors                                                                                                                                            | Sets expectations for staff on the process/tone for welcoming families and community members into the school                                                                                                                          | Rarely or inconsistently welcomes families or community members into the school        |
| <b>Openly communicates about student learning</b>               | Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school | Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school | Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging | Rarely makes time to communicate with families or the community about student learning |

## DOMAIN 2: Learning and Teaching

(Instructionally focused leaders only)

|                                                                                                                          | Advanced Proficient                                                                                                                                                                                                                                                             | Proficient                                                                                                                                                                                                                     | Working Towards Proficient                                                                                                                                                                       | Unsatisfactory                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implements rigorous curricula and assessments tied to both state and college-readiness standards</b>                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                            |
| <b>Implements curricula aligned to state or national college-readiness standards</b>                                     | Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs                                                                                     | Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs                                                 | Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs                                      | Supports staff use of a curriculum that is not aligned to college readiness standards                                                                      |
| <b>Supports the development and implementation of standards-based lesson and unit plans</b>                              | Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes | Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes | Encourages staff to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes | Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes |
| <b>Implements high-quality, effective classroom instructional strategies that drive increases in student achievement</b> |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                            |
| <b>Implements effective instructional strategies to meet student learning needs</b>                                      | Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive                                                                                                                                | Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive                                                                                          | Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and                                       | Rarely ensures instructional strategies support student learning; rarely adapts instructional practices                                                    |

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|                                                                                                         | student learning; adapts instruction and assessments to ensure that all students master content                                                                                                                                                                                                                                                  | student learning; adapts instruction and assessments to ensure that all students master content                                                                                                                                                                                           | assessments with limited implementation                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Monitors multiple forms of student level data to inform instructional and intervention decisions</b> |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                      |                                                                                                                                                                     |
| <b>Tracks student level data to drive continuous improvement</b>                                        | Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement                                                       | Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement                                                                                 | Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data                                                                                     | Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs                                             |
| <b>Supports data-driven instruction</b>                                                                 | Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds staff accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings | Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds staff accountable for analyzing student work and learning data; implements structured data meetings | Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds staff accountable for analyzing student work and learning data | Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds staff accountable for analyzing student work or learning data |
| <b>Uses disaggregated data to inform</b>                                                                | Engages all staff in analyzing disaggregated student-specific data to determine appropriate                                                                                                                                                                                                                                                      | Focuses staff on analyzing disaggregated student-specific data to determine appropriate                                                                                                                                                                                                   | Provides limited differentiation in instruction and implements academic interventions for high                                                                                                                                       | Rarely attempts to ensure that instruction is differentiated based on student need or that                                                                          |

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| <b>academic interventions</b> | differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress | differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress | need students; implements limited adjustments to interventions | students receive appropriate interventions |
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### DOMAIN 3 Talent Management

|                                                              | Advanced Proficient                                                                                                                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                       | Working Towards Proficient                                                                                                                                                                            | Unsatisfactory                                                                                                                                                                     |
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| <b>Recruits, hires, assigns, and retains effective staff</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                       |                                                                                                                                                                                    |
| <b>Recruits and selects effective staff</b>                  | Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes | Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves staff leaders and the leadership team in selection, hiring and induction processes | Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes | Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process |
| <b>Strategically assigns staff</b>                           | Strategically places staff in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective staff to students most in need; capitalizes on the strengths of existing staff by teaming them with new staff                                                                                                                                                                                     | Places staff in grade level and content areas based on their qualifications and demonstrated effectiveness                                                                                                                                                                                                                       | Places staff in grade level and content areas based on qualifications                                                                                                                                 | Rarely assesses qualifications when placing staff; allows staff to remain in specific grades regardless of their impact                                                            |

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| <b>Retains effective staff</b>                                                | Reviews all available data including evaluation outcomes to identify and recognize effective and high potential staff; consistently retains effective staff by providing them growth or leadership opportunities aligned with the staff's interest                                 | Reviews available data including evaluation outcomes to identify and recognize effective staff; retains effective staff by providing them growth or leadership opportunities aligned with the staff's interest | Designs a retention strategy informed by staff evaluations; attempts to retain effective staff by providing them growth or leadership opportunities aligned with the staff's interest | Does not make an effort to retain or recognize effective staff                                   |
| <b>Increases staff effectiveness through professional learning structures</b> |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                |                                                                                                                                                                                       |                                                                                                  |
| <b>Collects high quality observational data</b>                               | Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of staff practice; tailors staff observations to the needs of each staff and to school-wide initiatives                                          | Conducts frequent formal and informal observations to collect evidence of staff practice; tailors staff observations based on staff need                                                                       | Designs a classroom observation approach to gather evidence of staff practice with limited implementation; attempts to differentiate observations based on staff need                 | Observes staff when they request a formal observation; rarely gathers evidence of staff practice |
| <b>Provides actionable feedback</b>                                           | Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors staff to ensure feedback is incorporated into staff practice ; develops inter- rater reliability with the leadership team by co-observing | Provides, frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into staff practice                            | Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into staff practice                                     | Provides limited, confusing feedback to staff based on limited data                              |

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| <b>Coaches and implements learning structures</b>                                                                      | Develops and implements a system for professional learning opportunities and coaching; tailors supports to staff' learning styles and growth needs; monitors struggling staff through targeted improvement plans                                               | Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet staff' learning styles and growth needs; supports struggling staff through targeted improvement plans | Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling staff                                              | Does not lead or provide regular or appropriate learning opportunities for staff                                                                   |
| <b>Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results</b> |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                    |
| <b>Conducts rigorous evaluations</b>                                                                                   | Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and staff practice                               | Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and staff practice in final evaluation ratings                                                   | Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and staff practice to determine final evaluation ratings | Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice |
| <b>Trains, develops, and supports a high-performing instructional leadership team</b>                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                    |
| <b>Provides leadership opportunities</b>                                                                               | Actively provides meaningful leadership opportunities to effective staff; mentors and supports staff leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those staff with the most leadership potential | Identifies effective staff and provides them with leadership opportunities; supports the development of staff leaders and leadership team members                                                                      | Provides leadership opportunities to staff who express interest; attempts to support their development in leading other adults                                          | Rarely provides leadership opportunities                                                                                                           |

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| <b>Develops a highly-effective leadership team</b> | Establishes an effective leadership team with a relentless focus on student learning; selects highly- effective staff and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead staff teams and conduct staff observations | Establishes a leadership team made up of highly-effective staff with a range of skillsets; works with leadership team members to lead staff teams and conduct staff observations | Defines the role of the leadership team and selects some members based on skill; develops a plan and attempts to support the leadership team | Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team |
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## DOMAIN 4: Strategic Planning and Systems

|                                                                                                                          | Advanced Proficient                                                                                                                                                                                                                                       | Proficient                                                                                                                                                                                                                            | Working Towards Proficient                                                                                                                                                                           | Unsatisfactory                                                                                                                |
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| <b>Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan</b> |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                                                                                               |
| <b>Gathers and analyzes data from multiple sources to inform decisions</b>                                               | Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes | Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes | Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school | Completes a cursory review of the school's weaknesses using annual student achievement results                                |
| <b>Sets school- wide priorities and classroom- based student learning goals</b>                                          | Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data                                                         | Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data                                                                           | Sets school priorities and goals based on limited achievement data and informs staff of the targets for their classrooms                                                                             | Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets |

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| <b>Develops and implements strategic plans</b>                                                | Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets                             | Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets | Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets | Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals |
| <b>Monitors progress toward goals</b>                                                         | Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed | Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data                  | Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals                                                  | Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies           |
| <b>Organizes school time to support all student learning and staff development priorities</b> |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                 |                                                                                                                                                          |

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| <b>Implements a year-long calendar</b>                      | Implements a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school- year calendar                                 | Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar | Establishes a basic calendar of instructional time and some professional development activities with limited implementation                                                   | Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals                                                                |
| <b>Implements a consistent school-day schedule</b>          | Systematically implements a daily schedule that prioritizes student access to rigorous course content, staff team meetings, and staff-peer observations within and across grade levels; ensures the daily schedule includes time for interventions                                                          | Implements a daily schedule focused on student access to rigorous course content, staff team meetings, and staff-peer observations; includes time for interventions                                                                  | Sets a daily schedule that allots time for student learning and periodic staff team meetings                                                                                  | Drafts a daily schedule that changes frequently and minimizes opportunities for staff team meetings                                                                                                            |
| <b>Effectively manages professional time</b>                | Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of staff quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth | Sets own daily schedule to address instructional leadership priorities that support the on- going development of staff quality, review of data and other school-wide priorities; builds in time to reflect on their own practice     | Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others | Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities |
| <b>Allocates resources to align with the strategic plan</b> |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                      |                                                                                                                                                                               |                                                                                                                                                                                                                |

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| <b>Aligns and manages the school's resources</b> | Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities | Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps | Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals | Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources |
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## DOMAIN 5: Personal Leadership & Growth

|                                                                                                                                       | Advanced Proficient                                                                                                                                                                                                                                                                                                                                                | Proficient                                                                                                                                                                                             | Working Towards Proficient                                                                                                                                                                                                                       | Unsatisfactory                                                                                                                                               |
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| <b>Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement</b> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                              |
| <b>Demonstrates self-awareness, reflection, and on-going learning</b>                                                                 | Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities                                                  | Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes              | Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes | Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes   |
| <b>Demonstrates resilience in the face of challenge</b>                                                                               | Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff | Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges | Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise  | Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation |
| <b>Constructively manages change with the ultimate goal of improving student achievement</b>                                          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                              |

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| <b>Manages and adapts to change</b>                                                | Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum | Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum           | Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff | Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change                                         |
| <b>Communicates openly and clearly based on the situation, audience, and needs</b> |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                              |                                                                                                                                                                                                     |
| <b>Communicates with stakeholders</b>                                              | Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience                 | Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience | Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills                                    | Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff |



## **Non-Instructional Leader Evaluation and Development Framework**

*Adapted from New Leaders Principal Evaluation Handbook, 2012*

**Hebrew Public  
Non-Instructional Leadership Framework**

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| <p><b>DOMAIN 1: Shared Vision, School Culture and Family Engagement</b></p> <ol style="list-style-type: none"> <li>1. Develops a shared vision of high expectations and college readiness for all students</li> <li>2. Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision</li> <li>3. Develops cultural competence and a commitment to equity in adults and students</li> <li>4. Engages families and communities as partners to enhance student achievement and success</li> </ol> | <p><b>DOMAIN 3: Talent Management</b></p> <ol style="list-style-type: none"> <li>1. Recruits, hires, assigns, and retains effective staff</li> <li>2. Increases staff effectiveness through professional learning structures</li> <li>3. Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results</li> <li>4. Trains, develops, and supports a high-performing instructional leadership team</li> </ol> |
| <p><b>DOMAIN 2: Learning and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Implements rigorous curricula and assessments tied to both state and college-readiness standards</li> <li>2. Implements high-quality, effective classroom instructional strategies that drive increases in student achievement</li> <li>3. Monitors multiple forms of student level data to inform instructional and intervention decisions</li> </ol>                                                                                                    | <p><b>DOMAIN 4: Strategic Planning and Systems</b></p> <ol style="list-style-type: none"> <li>1. Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan</li> <li>2. Organizes school time to support all student learning and staff development priorities</li> <li>3. Allocates resources to align with the strategic plan</li> </ol>                                                              |
| <p><b>DOMAIN 5: Personal Leadership &amp; Growth</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement</li> <li>2. Constructively manages change with the ultimate goal of improving student achievement</li> <li>3. Communicates openly and clearly based on the situation, audience, and needs</li> </ol>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## DOMAIN I: Shared Vision, School Culture and Family Engagement

|                                                                                                                         | Advanced Proficient                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                | Working Towards Proficient                                                                                                                                                                      | Unsatisfactory                                                                                                                                                                                                                     |
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| <b>Develops and/or implements a shared vision of high expectations and college readiness for all students</b>           |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                                                                                                                                                                                                                    |
| <b>Develops a shared Vision</b>                                                                                         | Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice                                                                                                              | Engages stakeholders in developing a vision for high student achievement and college readiness                                                                                                                                                            | Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision                                              | Adopts a vision that lacks a focus on student achievement or college readiness                                                                                                                                                     |
| <b>Implements a shared Vision</b>                                                                                       | Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision | Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision | Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions | Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision                                                                                                                      |
| <b>Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision</b> |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                                                                                                                                                                                                                    |
| <b>Implements a code of conduct aligned with school values</b>                                                          | Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students;             | Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative                                    | Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences                                  | Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go |

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|                                                                                       | implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences                                                                                                                                             | consequences are consistently and fairly implemented                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               | unrecognized                                                                                                                                     |
| <b>Maintains a supportive, secure and respectful learning environment</b>             | Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure | Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure | Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe | Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe |
| <b>Implements routines and smooth transitions</b>                                     | Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision                                                                                                                                                   | Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision                                                                                                                                                                                                        | Develops some routines that connect to student achievement or aspiration and make transitions efficient                                                                       | Allows distractions to interfere with instructional time and timely transitions                                                                  |
| <b>Develops cultural competence and a commitment to equity in adults and students</b> |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                               |                                                                                                                                                  |

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| <b>Models equity</b>                                                                           | Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential                                                                                                                                                          | Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential                                                                                                                                                                                      | Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations                                                                                                                               | Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students                                                                                                                                                                                                                                       |
| <b>Engages in courageous conversations about diversity</b>                                     | Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups | Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups | Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups | Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment |
| <b>Engages families and communities as partners to enhance student achievement and success</b> |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>Welcomes families and community members in to the school</b> | Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors                                                                                                                                                     | Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors                                                                                                                                            | Sets expectations for staff on the process/tone for welcoming families and community members into the school                                                                                                                          | Rarely or inconsistently welcomes families or community members into the school        |
| <b>Openly communicates about student learning</b>               | Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school | Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school | Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging | Rarely makes time to communicate with families or the community about student learning |

## DOMAIN 2: Learning and Teaching

(Instructionally focused leaders only)

|                                                                                                                          | Advanced Proficient                                                                                                                                                                                                                                                             | Proficient                                                                                                                                                                                                                     | Working Towards Proficient                                                                                                                                                                       | Unsatisfactory                                                                                                                                             |
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| <b>Implements rigorous curricula and assessments tied to both state and college-readiness standards</b>                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                            |
| <b>Implements curricula aligned to state or national college-readiness standards</b>                                     | Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs                                                                                     | Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs                                                 | Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs                                      | Supports staff use of a curriculum that is not aligned to college readiness standards                                                                      |
| <b>Supports the development and implementation of standards-based lesson and unit plans</b>                              | Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes | Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes | Encourages staff to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes | Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes |
| <b>Implements high-quality, effective classroom instructional strategies that drive increases in student achievement</b> |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                  |                                                                                                                                                            |
| <b>Implements effective instructional strategies to meet student learning needs</b>                                      | Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts                                                                                                       | Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts                                                                 | Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited              | Rarely ensures instructional strategies support student learning; rarely adapts instructional practices                                                    |

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|                                                                                                         | instruction and assessments to ensure that all students master content                                                                                                                                                                                                                                                                           | instruction and assessments to ensure that all students master content                                                                                                                                                                                                                    | implementation                                                                                                                                                                                                                       |                                                                                                                                                                     |
| <b>Monitors multiple forms of student level data to inform instructional and intervention decisions</b> |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                      |                                                                                                                                                                     |
| <b>Tracks student level data to drive continuous improvement</b>                                        | Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement                                                       | Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement                                                                                 | Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data                                                                                     | Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs                                             |
| <b>Supports data-driven instruction</b>                                                                 | Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds staff accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings | Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds staff accountable for analyzing student work and learning data; implements structured data meetings | Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds staff accountable for analyzing student work and learning data | Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds staff accountable for analyzing student work or learning data |
| <b>Uses disaggregated data to inform academic interventions</b>                                         | Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on                                                                                                                                                                                                          | Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to                                                                                                                                                  | Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to                                                                                      | Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate                                             |

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|  | individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress | make updates to the intervention plan for students or sub groups not making progress | interventions | interventions |
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### DOMAIN 3 Talent Management

|                                                              | Advanced Proficient                                                                                                                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                       | Working Towards Proficient                                                                                                                                                                            | Unsatisfactory                                                                                                                                                                     |
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| <b>Recruits, hires, assigns, and retains effective staff</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                       |                                                                                                                                                                                    |
| <b>Recruits and selects effective staff</b>                  | Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes | Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves staff leaders and the leadership team in selection, hiring and induction processes | Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes | Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process |
| <b>Strategically assigns staff</b>                           | Strategically places staff in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective staff to students most in need; capitalizes on the strengths of existing staff by teaming them with new staff                                                                                                                                                                                     | Places staff in grade level and content areas based on their qualifications and demonstrated effectiveness                                                                                                                                                                                                                       | Places staff in grade level and content areas based on qualifications                                                                                                                                 | Rarely assesses qualifications when placing staff; allows staff to remain in specific grades regardless of their impact                                                            |



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| <b>Retains effective staff</b>                                                | Reviews all available data including evaluation outcomes to identify and recognize effective and high potential staff; consistently retains effective staff by providing them growth or leadership opportunities aligned with the staff's interest                                 | Reviews available data including evaluation outcomes to identify and recognize effective staff; retains effective staff by providing them growth or leadership opportunities aligned with the staff's interest | Designs a retention strategy informed by staff evaluations; attempts to retain effective staff by providing them growth or leadership opportunities aligned with the staff's interest | Does not make an effort to retain or recognize effective staff                                   |
| <b>Increases staff effectiveness through professional learning structures</b> |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                |                                                                                                                                                                                       |                                                                                                  |
| <b>Collects high quality observational data</b>                               | Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of staff practice; tailors staff observations to the needs of each staff and to school-wide initiatives                                          | Conducts frequent formal and informal observations to collect evidence of staff practice; tailors staff observations based on staff need                                                                       | Designs a classroom observation approach to gather evidence of staff practice with limited implementation; attempts to differentiate observations based on staff need                 | Observes staff when they request a formal observation; rarely gathers evidence of staff practice |
| <b>Provides actionable feedback</b>                                           | Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors staff to ensure feedback is incorporated into staff practice ; develops inter- rater reliability with the leadership team by co-observing | Provides, frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into staff practice                            | Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into staff practice                                     | Provides limited, confusing feedback to staff based on limited data                              |

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| <b>Coaches and implements learning structures</b>                                                                      | Develops and implements a system for professional learning opportunities and coaching; tailors supports to staff' learning styles and growth needs; monitors struggling staff through targeted improvement plans                                               | Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet staff' learning styles and growth needs; supports struggling staff through targeted improvement plans | Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling staff                                              | Does not lead or provide regular or appropriate learning opportunities for staff                                                                   |
| <b>Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results</b> |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                    |
| <b>Conducts rigorous evaluations</b>                                                                                   | Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and staff practice                               | Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and staff practice in final evaluation ratings                                                   | Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and staff practice to determine final evaluation ratings | Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice |
| <b>Trains, develops, and supports a high-performing instructional leadership team</b>                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                    |
| <b>Provides leadership opportunities</b>                                                                               | Actively provides meaningful leadership opportunities to effective staff; mentors and supports staff leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those staff with the most leadership potential | Identifies effective staff and provides them with leadership opportunities; supports the development of staff leaders and leadership team members                                                                      | Provides leadership opportunities to staff who express interest; attempts to support their development in leading other adults                                          | Rarely provides leadership opportunities                                                                                                           |
| <b>Develops a</b>                                                                                                      | Establishes an effective                                                                                                                                                                                                                                       | Establishes a leadership team                                                                                                                                                                                          | Defines the role of the                                                                                                                                                 | Allows ineffective or misaligned                                                                                                                   |

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| <b>highly-effective leadership team</b> | leadership team with a relentless focus on student learning; selects highly- effective staff and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead staff teams and conduct staff observations | made up of highly-effective staff with a range of skillsets; works with leadership team members to lead staff teams and conduct staff observations | leadership team and selects some members based on skill; develops a plan and attempts to support the leadership team | staff to serve on the leadership team; rarely provides support to the leadership team |
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## DOMAIN 4: Strategic Planning and Systems

|                                                                                                                          | Advanced Proficient                                                                                                                                                                                                                                       | Proficient                                                                                                                                                                                                                            | Working Towards Proficient                                                                                                                                                                           | Unsatisfactory                                                                                                                |
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| <b>Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan</b> |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                                                                                               |
| <b>Gathers and analyzes data from multiple sources to inform decisions</b>                                               | Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes | Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes | Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school | Completes a cursory review of the school's weaknesses using annual student achievement results                                |
| <b>Sets school- wide priorities and classroom- based student learning goals</b>                                          | Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data                                                         | Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data                                                                           | Sets school priorities and goals based on limited achievement data and informs staff of the targets for their classrooms                                                                             | Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets |

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| <b>Develops and implements strategic plans</b>                                                | Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets                             | Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets | Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets | Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals |
| <b>Monitors progress toward goals</b>                                                         | Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed | Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data                  | Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals                                                  | Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies           |
| <b>Organizes school time to support all student learning and staff development priorities</b> |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                 |                                                                                                                                                          |

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| <b>Implements a year-long calendar</b>                      | Implements a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school- year calendar                                 | Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar | Establishes a basic calendar of instructional time and some professional development activities with limited implementation                                                   | Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals                                                                |
| <b>Implements a consistent school-day schedule</b>          | Systematically implements a daily schedule that prioritizes student access to rigorous course content, staff team meetings, and staff-peer observations within and across grade levels; ensures the daily schedule includes time for interventions                                                          | Implements a daily schedule focused on student access to rigorous course content, staff team meetings, and staff-peer observations; includes time for interventions                                                                  | Sets a daily schedule that allots time for student learning and periodic staff team meetings                                                                                  | Drafts a daily schedule that changes frequently and minimizes opportunities for staff team meetings                                                                                                            |
| <b>Effectively manages professional time</b>                | Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of staff quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth | Sets own daily schedule to address instructional leadership priorities that support the on- going development of staff quality, review of data and other school-wide priorities; builds in time to reflect on their own practice     | Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others | Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities |
| <b>Allocates resources to align with the strategic plan</b> |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                      |                                                                                                                                                                               |                                                                                                                                                                                                                |

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| <b>Aligns and manages the school's resources</b> | Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities | Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps | Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals | Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources |
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## DOMAIN 5: Personal Leadership & Growth

|                                                                                                                                       | Advanced Proficient                                                                                                                                                                                                                                                                                                                                                | Proficient                                                                                                                                                                                             | Working Towards Proficient                                                                                                                                                                                                                       | Unsatisfactory                                                                                                                                               |
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| <b>Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement</b> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                              |
| <b>Demonstrates self-awareness, reflection, and on-going learning</b>                                                                 | Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities                                                  | Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes              | Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes | Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes   |
| <b>Demonstrates resilience in the face of challenge</b>                                                                               | Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff | Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges | Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise  | Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation |
| <b>Constructively manages change with the ultimate goal of improving student achievement</b>                                          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                              |



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| <b>Manages and adapts to change</b>                                                | Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum | Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum           | Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff | Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change                                         |
| <b>Communicates openly and clearly based on the situation, audience, and needs</b> |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                              |                                                                                                                                                                                                     |
| <b>Communicates with stakeholders</b>                                              | Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience                 | Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience | Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills                                    | Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff |

| September<br>17-20 school days<br>4 -5 PD Fridays |     | Priority #1: K-2 Foundational Literacy Practices                                                               |                      |                                                      |                                                         |
|---------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------|---------------------------------------------------------|
| Week Of                                           | Min | School Staff PD Content                                                                                        | Required             | Attendees                                            | Central Resources                                       |
| 8/29                                              | N/A | School Choice in Response to 1st week                                                                          | N/A                  | N/A                                                  | N/A                                                     |
| 9/5                                               | N/A | School Choice in Response to 1st week                                                                          | N/A                  | N/A                                                  | N/A                                                     |
| 9/12                                              | ~50 | MAP Growth Logistics (could move to August)                                                                    | yes                  | all staff                                            | archived resources: deck, critical path                 |
| 9/12                                              | ~50 | Illuminate Setup + Foundations Unit Assessment Logistics                                                       | yes                  | K-2 All Staff (NOTE: Grade 2 needs monthly quiz too) | deck, preparation checklist                             |
| 9/12                                              | ~50 | Illuminate Setup + Monthly Quiz Logistics                                                                      | yes                  | 2-5 New Staff who administer quizzes                 | deck, preparation checklist                             |
| 9/12                                              | 50  | Team building                                                                                                  | yes                  | Hebrew teachers                                      | centrally facilitated by Hebrew Leaders                 |
| 9/19                                              | 50  | Follow up to entering grades in PowerSchool (staff must come to PD with 3 graded assignments to enter into PS) | yes                  | all non-Hebrew staff                                 | talking points and "how to" slide deck (shared on 9/15) |
| 9/19                                              | 40  | School Choice                                                                                                  | N/A                  | N/A                                                  | N/A                                                     |
| 9/19                                              | 50  | Literacy                                                                                                       | yes                  | Hebrew teachers                                      | School based: slide deck                                |
| 9/26                                              | 50  | Analyzing MAP Fluency Data                                                                                     | yes                  | all staff                                            | analysis document/process provided                      |
| 9/26                                              | 60  | Grade 2 Foundations Unit I Assessment & Analysis                                                               | yes; use IP meetings | Grade 2 teachers                                     | analysis document/process provided                      |

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| 9/26                                             | 50         | Formative Assessments planning, conducting and grading.                                               | yes                             | Hebrew teachers                                                                                        | School based                                      |
| 9/26                                             | 40         | School Choice                                                                                         | N/A                             | N/A                                                                                                    | N/A                                               |
| <b>October</b><br>19 school days<br>4 PD Fridays |            |                                                                                                       |                                 |                                                                                                        |                                                   |
| <b>Week</b>                                      | <b>Min</b> | <b>School Staff PD Content</b>                                                                        | <b>Required</b>                 | <b>Attendees</b>                                                                                       | <b>Central Resources</b>                          |
| 10/3                                             | 90         | MAP data analysis (recommended focus: determining math groups using MAP) K-5                          | yes                             | K-5 teachers                                                                                           | archived resources                                |
| 10/3                                             | 90         | Grade 1 Foundations Unit 1 Assessment Analysis + Planning                                             | required; use IP meetings       | Grade 1 teachers                                                                                       | analysis document/process provided                |
| 10/3                                             | 90         | Norming on ELA Quiz #1 Scoring & Grading Completion                                                   | suggested, consider IP meetings | all 2-5 ELA Instructional staff including interventionists & anyone else supporting grading completion | updated grading materials for norming and scoring |
| 10/3                                             | 90         | School based                                                                                          | yes                             | Hebrew teachers                                                                                        | School based: slide deck                          |
| 10/10                                            | 90         | Quiz Analysis + Planning with quiz data (using set of student work to inform whole class instruction) | yes                             | New 2-5 staff who administer quizzes                                                                   | archived resources                                |
| 10/10                                            | 90         | Unit Planning                                                                                         | yes                             | Hebrew teachers                                                                                        | School based                                      |
| 10/17                                            | 40         | IA logistics (2-5, math; grades 3-5 ELA)                                                              | yes                             | all staff supporting administration                                                                    | deck, critical path                               |
| 10/17                                            | 50         | School Choice                                                                                         | N/A                             | N/A                                                                                                    | N/A                                               |
| 10/17                                            | 40         | Planning                                                                                              | yes                             | Hebrew teachers                                                                                        | School based                                      |
| 10/24                                            | 90         | Grade K, 1 Module 2 Eureka Unit Unpacking; Grade 2, 3, 5, Module 3 Eureka Unit Unpacking;             | yes                             | all K-5 math teachers                                                                                  | centrally facilitated                             |

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|                                                   |            | Grade 4 Module 4 Eureka Unit Unpacking                                             |                 |                                        |                                                |
| <b>November</b><br>20 school days<br>3 PD Fridays |            |                                                                                    |                 |                                        |                                                |
| <b>Week</b>                                       | <b>Min</b> | <b>School Staff PD Content</b>                                                     | <b>Required</b> | <b>Attendees</b>                       | <b>Central Resources</b>                       |
| 10/31                                             | 90         | ELA IA Grading + Mini Analysis (NOTE: Math grading must happen the following week) | yes             | 3-5 ELA and Math                       | protocol                                       |
| 10/31                                             | 90         | K Foundations Mid Unit Assessment Analysis                                         | required        |                                        | analysis document/process provided             |
| 10/31                                             | 30         | Grading Finalization: Worktime to ensure gradebooks are up date for end of quarter | suggested       | K-5 teachers                           |                                                |
| 10/31                                             | 120        | Hebrew unit 2 unpacking                                                            | yes             | Hebrew teachers                        | School based                                   |
| 11/7                                              | 70         | Prep for Family Conferences and PS follow up as needed                             | yes             | all staff                              | n/a                                            |
| 11/14                                             | 120        | IA Data Review + Instructional Planning (Math focus)                               | yes             | 3-5 staff who support Math instruction | ELA and Math Datastudio report shared on 11/15 |
| 11/14                                             | 90         | Grade K, 1 Module 3 Unit Unpacking;<br>Grade 2 Module 4 Unit Unpacking             | yes             | K-2 teachers                           | centrally facilitated                          |
| 11/14                                             | 120        | LASW/Data                                                                          | yes             | Hebrew teachers                        | School based: Slide deck                       |
| 11/21                                             |            | NO PD DUE TO THANKSGIVING                                                          |                 |                                        |                                                |
| <b>December</b><br>17 school days<br>3 PD Fridays |            |                                                                                    |                 |                                        |                                                |

| Week of                                                                | Min | School Staff PD Content                                                                                   | Required  | Attendees       | Central Resources                  |
|------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------|-----------|-----------------|------------------------------------|
| 11/28                                                                  | 50  | School Choice                                                                                             | N/A       | N/A             | N/A                                |
| 11/28                                                                  | 50  | DEI of School Choice                                                                                      | suggested | all staff       | coaching support                   |
| 11/28                                                                  | 50  | QI Data Analysis with teams                                                                               | yes       | Hebrew teachers | School based: slide deck           |
| 12/5                                                                   | 90  | January Reset Planning                                                                                    | suggested | all staff       | N/A                                |
| 12/13                                                                  | 90  | MAP Fluency Analysis + Planning                                                                           | yes       | K-5 teacher     | resources                          |
| 12/13                                                                  | 50  | Planning                                                                                                  | yes       | Hebrew teachers | School based                       |
| 12/20                                                                  |     | NO PD DUE TO WINTER BREAK                                                                                 |           |                 |                                    |
| <b>January</b><br>19 school days<br>3 PD Fridays +<br>Full Day on 1/27 |     |                                                                                                           |           |                 |                                    |
| Week of                                                                | Min | School Staff PD Content                                                                                   | Required  | Attendees       | Central Resources                  |
| 1/2                                                                    |     | NOTE THERE IS A FULL PD DAY ON 1/3 IN ADDITION TO FRIDAY PD                                               |           |                 |                                    |
| 1/2                                                                    | 60  | January Reset Refresh<br>(Could move to 1/3)                                                              | suggested | all staff       | archived resources                 |
| 1/2                                                                    | 30  | Grading Finalization:<br>Worktime to ensure gradebooks are up date for end of quarter (Could move to 1/3) | suggested | All Staff       | N/A                                |
| PD Day<br>1/3                                                          | 90  | K Foundations Unit 1<br>Analysis + Planning                                                               | yes       | K teachers      | analysis document/process provided |
| PD<br>DAY<br>1/3                                                       | 90  | Math Unit Unpacking (K-5)<br>K/1, G3, G5: Unit 4;<br>G 2,4: Unit 5                                        | yes       | Grades K-5 Math | centrally facilitated              |

|                                                   |                 |                                                      |                 |                               |                                                        |
|---------------------------------------------------|-----------------|------------------------------------------------------|-----------------|-------------------------------|--------------------------------------------------------|
| PD DAY 1/3                                        | 90              | MAP Fluency Analysis                                 | yes             | K-4 teachers                  | analysis document/process provided                     |
| PD DAY 1/3                                        | School decision | TBD                                                  | Required        | Hebrew teachers               | school based                                           |
| 1/9                                               | 90              | ELA IA Grading (must be done by EOD Fri)             | yes             |                               | scoring guides and suggested protocol                  |
| 1/16                                              | 90              | Math IA Grading (must be done by EOD Fri)            | yes             |                               | scoring guides and suggested protocol                  |
| PD Day 1/27                                       | 120             | Response to IA Planning (NOTE: Full day on 1/27)     | yes             | 3-5 ELA and Math Teachers     | archived resources                                     |
| PD Day 1/27                                       | 60              | Launch ELA Test Prep                                 | yes             | 3-5 ELA Teachers              | scope and sequence with linked resources, archived PPT |
| PD Day 1/27                                       | 60              | Prep for Family Conferences (NOTE: Full day on 1/27) | suggested       | All Staff                     | N/A                                                    |
| PD Day 1/27                                       | 8:00-3:00       | MOPI workshop                                        | Required        | ALL NEW Hebrew Teachers       | centrally facilitated                                  |
| PD DAY 1/27                                       | School decision | TBD                                                  | Required        | All returning Hebrew teachers | school based                                           |
| <b>February</b><br>15 school days<br>3 PD Fridays |                 |                                                      |                 |                               |                                                        |
| <b>Week of</b>                                    | <b>Min</b>      | <b>School Staff PD Content</b>                       | <b>Required</b> | <b>Attendees</b>              | <b>Central Resources</b>                               |
| 1/30                                              |                 | School Choice                                        | suggested       | all staff                     | None                                                   |
| 1/30                                              | 50              | TBD                                                  | Required        | All returning Hebrew teachers | school based                                           |
| 1/30                                              | 8:00-3:30       | MOPI workshop                                        | Required        | ALL NEW Hebrew teachers       | centrally facilitated                                  |
| 2/6                                               |                 | School Choice                                        | suggested       | all staff                     | None                                                   |

|      |            |                                         |          |                         |                       |
|------|------------|-----------------------------------------|----------|-------------------------|-----------------------|
| 2/6  | 8:00-11:30 | MOPI workshop                           | Required | ALL NEW Hebrew teachers | centrally facilitated |
| 2/13 | 90         | Math Unit Unpacking Grade 3-5: Module 6 | yes      | 3-5 math teachers       | centrally facilitated |
| 2/20 |            | NO PD DUE TO WINTER BREAK               |          |                         |                       |

|                                                |  |  |  |  |  |
|------------------------------------------------|--|--|--|--|--|
| <b>March</b><br>23 school days<br>6 PD Fridays |  |  |  |  |  |
|------------------------------------------------|--|--|--|--|--|

| Week | Min | School Staff PD Content                                     | Required  | Attendees                     | Central Resources              |
|------|-----|-------------------------------------------------------------|-----------|-------------------------------|--------------------------------|
| 2/27 |     | School Choice                                               | N/A       | N/A                           | N/A                            |
| 2/27 | 50  | TBD                                                         | Required  | Hebrew teachers               | school based                   |
| 3/6  | 90  | Math Test Prep Part 1                                       | yes       | grades 3-5 math teachers      | centrally facilitated          |
| 3/6  | 90  | Math Unit Unpacking<br>Grade K/1: Unit 5<br>Grade 2: Unit 7 | yes       | K-2 math teachers             | centrally facilitated          |
| 3/6  | 50  | TBD                                                         | Required  | Hebrew teachers               | school based                   |
| 3/13 | 90  | Math Test Prep Part 2                                       |           | grades 3-5 math teachers      | centrally facilitated          |
| 3/13 | 50  | TBD                                                         | Required  | Hebrew teachers               | school based                   |
| 3/20 |     | School Choice                                               | N/A       | N/A                           | N/A                            |
| 3/20 | 50  | TBD                                                         | Required  | Hebrew teachers               | school based                   |
| 3/27 | 60  | SBAC Logistics                                              | yes       | all staff involved in testing | archived critical path and PPT |
| 3/27 | 60  | MAP Fluency Analysis (K-2)                                  | yes       | K-2 teachers                  | analysis document + process    |
| 3/27 | 30  | Grading Finalization                                        | suggested | All Staff                     | N/A                            |
| 3/27 | 50  | TBD                                                         | Required  | Hebrew teachers               | school based                   |

|                                                |  |  |  |  |  |
|------------------------------------------------|--|--|--|--|--|
| <b>April</b><br>15 school days<br>1 PD Fridays |  |  |  |  |  |
|------------------------------------------------|--|--|--|--|--|

| Week of                                       | Min | School Staff PD Content                            | Required  | Attendees                              | Central Resources                        |
|-----------------------------------------------|-----|----------------------------------------------------|-----------|----------------------------------------|------------------------------------------|
| 4/3                                           |     | NO PD - SPRING BREAK                               |           |                                        |                                          |
| 4/10                                          |     | NO PD - SPRING BREAK                               |           |                                        |                                          |
| 4/17                                          |     | NO PD - EID                                        |           |                                        |                                          |
| 4/24                                          | 90  | Math Unit Unpacking<br>Grades K-I                  | yes       | K/I teachers                           | centrally facilitated                    |
| 4/24                                          | 60  | SBAC Logistics                                     | yes       | 3-5 teachers involved in<br>assessment |                                          |
| 4/24                                          | 50  | TBD                                                | yes       | Hebrew teachers                        | school based                             |
| <b>May</b><br>20 school days<br>4 PD Fridays  |     |                                                    |           |                                        |                                          |
| Week of                                       | Min | School Staff PD Content                            | Required  | Attendees                              | Central Resources                        |
| 5/1                                           | 60  | Prep for Family<br>Conferences                     | suggested | All Staff                              | N/A                                      |
| 5/1                                           | 50  | TBD                                                | yes       | Hebrew teachers                        | school based                             |
| 5/8                                           | 30  | Introduce EOY Closeout<br>Processes and Procedures | suggested | All Staff                              | samples shared                           |
| 5/8                                           | 50  | TBD                                                | yes       | Hebrew teachers                        | school based                             |
| 5/15                                          | 90  | School Choice                                      | N/A       | N/A                                    | N/A                                      |
| 5/15                                          | 50  | TBD                                                | yes       | Hebrew teachers                        | school based                             |
| 5/22                                          | 40  | MAP Spring Logistics                               | suggested | All Staff                              |                                          |
| 5/22                                          | 50  | MAP Fluency Analysis                               | yes       | All ELA teachers K-5                   | analysis<br>document/process<br>provided |
| 5/22                                          | 50  | TBD                                                | yes       | Hebrew teachers                        | school based                             |
| <b>June</b><br>17 school days<br>4 PD Fridays |     |                                                    |           |                                        |                                          |
| Week                                          | Min | School Staff PD Content                            | Required  | Attendees                              | Central Resources                        |






|      |    |                                                                 |     |                 |              |
|------|----|-----------------------------------------------------------------|-----|-----------------|--------------|
| 5/29 | 50 | School Choice                                                   | N/A | N/A             | N/A          |
| 5/29 | 40 | Class Rostering in Grade Teams                                  | yes | all staff       |              |
| 5/29 | 50 | TBD                                                             | yes | Hebrew teachers | school based |
| 6/5  | 90 | School Choice                                                   | N/A | N/A             | N/A          |
| 6/5  | 50 | TBD                                                             | yes | Hebrew teachers | school based |
| 6/12 | 30 | Grades Finalized: Worktime to ensure all Q4 grades are complete |     |                 |              |
| 6/19 | 90 | School Choice                                                   | N/A | N/A             | N/A          |

**Leaders will be able to...**

- Align and establish common expectations around Bullseye Criteria for Success (CFS).
- Utilize instructional videos to norm Arc II ratings.
- Apply the Hebrew Public Teacher Observation Rubric to provide feedback on Arc II indicators.

**Resources/Material:**

-  **HP Arc 2 - Teacher Observation Rubric Scoring and Norming**
-  **Bullseye & Arc 2 Interactive Handout**
-  **HP - Arc 2 Certification Info and Headlines**

| Component        | Time       | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening          | 9:30-9:40  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Bullseye Norming | 9:40-10:40 | <ul style="list-style-type: none"> <li>• Reflect on current Bullseye practice</li> <li>• Norm on current Bullseye entries</li> <li>• <b>Establish a CFS for capturing notes:</b> <ul style="list-style-type: none"> <li>○ Rubric/Indicator Notes                             <ul style="list-style-type: none"> <li>■ Low inference</li> <li>■ Uses evidence and language from the rubric</li> <li>■ Capture both teacher &amp; student actions</li> <li>■</li> </ul> </li> <li>○ Session Notes                             <ul style="list-style-type: none"> <li>■ A summary of the visit (e.g. lesson number, portion of lesson observed, if departmentalized; section, date if different from date submitted)</li> <li>■ Next steps</li> </ul> </li> <li>○ Next Steps                             <ul style="list-style-type: none"> <li>■ Deliverables</li> </ul> </li> </ul> </li> <li>• Practice rewriting entries using CFS</li> <li>• Tips and Tricks- Inputting entries in Bullseye (Dorca)</li> <li>• Expectations                             <ul style="list-style-type: none"> <li>○ No more than 48 hours</li> <li>○ Tag subject and grade</li> <li>○ 2 observations per month per teacher</li> </ul> </li> </ul> |

# HEBREW PUBLIC

|                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Break</b>                        | 10:40-10:50 | Charter Schools for Global Citizens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Arc II Norming &amp; Scoring</b> | 10:50-12:20 | <ul style="list-style-type: none"> <li>- Indicator Review               <ul style="list-style-type: none"> <li>- 1.2 &amp; 1.4 (Review): Dorca</li> <li>- 2.3 Lesson Rigor - Natalie</li> <li>- 2.4 Differentiation - Natalie</li> <li>- 3.1 Questioning - Sabrina</li> <li>- 3.2 Heavy Lifting - Sabrina</li> <li>- 3.4 Building Content Expertise - Sabrina</li> </ul> </li> <li>- Video #1 Overview &amp; Debrief - Dorca</li> <li>- Video #2 Overview &amp; Debrief - Natalie</li> <li>- Independent Video &amp; Survey - Sabrina</li> </ul>                                                                                                                                                                                      |
| <b>Lunch</b>                        | 12:20-1:00  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Classroom Observations</b>       | 1:00-2:20   | <p>10 minute intro/opening/ lesson plan review/ classroom makeup<br/>           5 min Transition<br/>           Obs 1 - 15 min<br/>           Obs 2 - 15 min<br/>           Debrief - 30 min</p> <p><b>Group #1 w/ Dorca</b> (K-2 ELA): Sarah H, Valencia, Julie, Amanda*</p> <ul style="list-style-type: none"> <li>- Class 1: 2B: ELA</li> <li>- Class 2: KA: Math (yes)</li> </ul> <p><b>Group #2 w/ Sabrina</b> (3-5 math): Angela, Randi, Chris, Chelsea</p> <ul style="list-style-type: none"> <li>- Class 1: 3B: ELA</li> <li>- Class 2: 2A Math</li> </ul> <p><b>Group #3 w/ Natalie</b> (6-8): Vlada, Jen, Justin,</p> <ul style="list-style-type: none"> <li>- Class 1: 4B: ELA</li> <li>- Class 2: 4A: Math 355</li> </ul> |
| <b>Transition</b>                   | 2:20-2:30   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Debrief &amp; Closing</b>        | 2:30-3:00   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**APPENDIX O**



## **SURGE Evaluation and Compensation System Overview**

*(Supporting, Rewarding, and Growing Educators)*

At Hebrew Public, we believe that teacher quality is the single most important factor in a student's education, and are therefore investing in our teacher's growth opportunities to support our ability to recruit, develop, and retain our best teachers. In order to provide students at Hebrew Public with the highest quality education, and teachers with an environment in which they can thrive, we are establishing the SURGE Evaluation and Compensation System - a systematic, coordinated approach to developing and recognizing excellence in teaching. This is specifically designed to reward teachers who choose to remain *in the classroom* to make their impact on student learning.

The SURGE Evaluation and Compensation System aims to provide a compelling career trajectory for teachers choosing to stay in the classroom, targeted development, and recognition of the hard work and accomplishments of great teachers. Our primary goals are to:

- attract, recognize, and retain high-performing teachers; and
- implement a more systematic and consistent approach to teacher growth, development, evaluation, and celebration.

We believe that our efforts to strengthen teacher development and retention will help us fulfill our mission and achieve exceptional academic outcomes for all our students.

### **Vision for Tiers & Compensation**

In recognition for strong contributions to their students and to the school at large, teachers will earn increased compensation, professional development opportunities, and formal recognition as they advance along three performance tiers. We value great teaching and this process allows teachers to be fairly compensated for their great work and to view teaching as a sustainable and financially-viable career.

### **Hebrew Public Compensation Structure**

Compensation based on the SURGE System will be reflected in a teacher's annual salary (rather than as a bonus). Increasing salaries is a commitment that recognizes the importance of the work teachers do each day. Salaries will be set so that teachers have increased security and ability to plan their personal finances.

The Hebrew Public approach to compensation balances experience and impact. Each teacher's salary will consist of three parts: (1) pay based on years of experience 2) pay based on certification status and/or position and (3) pay based on their performance tier. Below is a high-level summary.

- 1) Compensation Based on Years of Experience
  - Hebrew Public has an internal salary scale that is consulted when determining a teacher's initial base salary - this is regularly calibrated against local districts and charter peers, and is based on verified years of experience for full-time K-12 lead teaching experience. Candidates or current teachers work with our Talent department to verify eligible years of experience.
- 2) Compensation Based on Certification and/or Position
  - Increases for certification - Teachers who are appropriately certified will receive an additional 5% increase on top of the base salary.
  - Increases for hard to staff positions - Positions that are deemed hard-to-staff based on market conditions, regulatory requirements, and urgent needs of the school will receive an additional 5% increase on top of base salary. This category requires certification (in the relevant content/area) in order to obtain this designation.
- 3) Additional Compensation Based on Tier
  - Teachers who are new to Hebrew Public start at SURGE 1. Once teachers are placed into SURGE 2 or 3, they will earn additional compensation each year. The additional compensation percentages by tier are below:

| SURGE Tiers      | Additional Compensation   |
|------------------|---------------------------|
| SURGE 1 Teacher* | \$0                       |
| SURGE 2 Teacher  | 5% increase over SURGE 1  |
| SURGE 3 Teacher  | 10% increase over SURGE 1 |

See the [Policy Guidebook](#) for more detail.

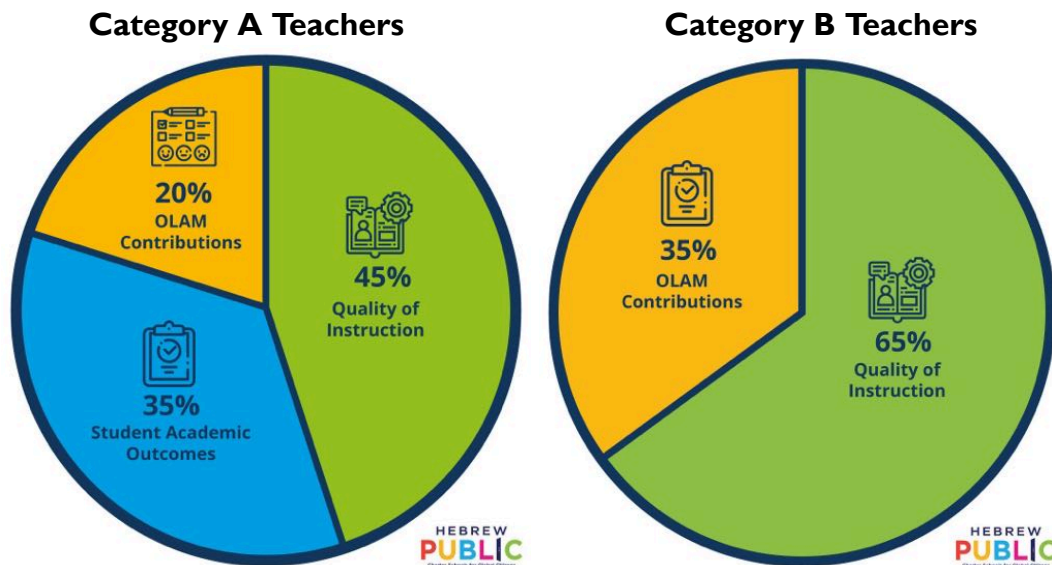
## Development & Evaluation Components

Teachers will have an opportunity to advance through 3 tiers as they show increasing effectiveness, measured annually using multiple measures that include classroom observations on the Teacher Observation Rubric, Student Academic Outcomes, and OLAM contributions to their teams and school community. As teachers increase their impact and advance in tier, they earn increased compensation and recognition. The weight of each component, and the components themselves, vary slightly between two groups of teachers: Category A and Category B.

Overall, the development and evaluation framework will incorporate multiple measures, including:

- **Quality of Instruction:** For ALL teachers, the Quality of Instruction measure includes a teacher's score on the Teacher Observation Rubric as measured by ongoing observations, feedback, and teacher response to coaching.
- **Student Academic Outcomes:** For Category A teachers (see below), Student Academic Outcomes are a factor and will be measured using a mix of MAP and state testing growth and achievement data, over the course of 2 years.
- **OLAM Contributions:** For ALL teachers, the OLAM Contributions measure focuses on a teacher's positive contribution to their professional and school community, and their overall adherence to our OLAM values (Outstanding problem solving, Lifelong learning, Aware

communication, and Making a difference). Managers will complete a survey for each teacher who they manage. Survey questions are adapted from the OLAM values.



| Category A Teacher                                                                                                                                                                                                                                           | Category B Teacher                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Type:</b> K-8 General Education, ELA, Math, Special Education, ICT</p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>Quality of Instructional 45%</li> <li>Student Academic Outcomes 35%</li> <li>OLAM Contributions 20%</li> </ul> | <p><b>Type**:</b> Pre-K, Science, Hebrew, Social Studies, Enrichment Teachers, Interventionists*, and MLL*</p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>Quality of Instructional 65%</li> <li>OLAM Contributions 35%</li> </ul> <p>*Interventionists and MLL will move to Category A in SY25/26.</p> <p>**Other types of teachers will move to Category A in future years.</p> |

### A few critical prefaces to the system are needed:

- There are no perfect evaluation and compensation systems. Traditional “step and lane” salary schedules may provide clarity based on experience, but do not allow differentiation to acknowledge exceptional teaching. Conversely, pure “pay for performance” models sometimes find it difficult to accurately and fairly measure performance in something as complex as

teaching. Our approach balances a competitive base compensation system that has guaranteed annual increases, with the opportunity for substantial salary increases based on performance.

- This system currently only applies to Pre-K-8 General Education, ELA, Math, Special Education, ICT, Interventionists, MLL, Science, Hebrew, Social Studies, and Enrichment Teachers.
- We are piloting this system and will be soliciting feedback over the next year. We will make updates and improvements based on teacher and leader feedback. The associated policies are subject to change.

**For more detailed information, see the [Policy Guidebook](#).**





## Hebrew Public Hiring Policy

### Introduction

At Hebrew Public, we are committed to creating a diverse, inclusive, and high-performing network of public charter schools that emphasize academic excellence, Hebrew language instruction, and global citizenship. This hiring policy outlines our approach to recruiting, selecting, and retaining high-quality educators and staff who are aligned with our mission and values.

### Policy Statement

This policy outlines the procedures and guidelines for recruiting, selecting, and hiring employees at Hebrew Public. It ensures a fair, transparent, and equitable hiring process in line with our commitment to diversity and inclusion. The recruitment, development, and retention of great teachers are top priorities for Hebrew Public (HP). The Chief Talent Officer (CTO) will employ a comprehensive strategy that includes extensive advertising and outreach to top schools of education. All teachers will meet federal guidelines for highly qualified teachers and applicable certification requirements. HP targets teachers with a minimum of three years of classroom experience.

### Recruitment Process

1. **Job Postings:** Vacancies will be posted on the Hebrew Public website, relevant job boards, and through professional networks. Job descriptions will include essential duties, qualifications, and expectations.
2. **Sourcing Candidates:** We leverage multiple sourcing channels, including university partnerships, professional organizations, job fairs, and an employee referral program, to attract a diverse candidate pool.
3. **Application Submission:** Candidates will submit their applications via our online portal, including a resume, cover letter, and other required documents.

### Selection Process

1. **Initial Screening:** The talent team reviews applications to assess qualifications and mission alignment. Qualified candidates are selected for further consideration.
2. **Interviews:** The interview process includes:
  - Phone or video screening interview
  - In-person or virtual interview with the hiring manager
  - Panel interview with key stakeholders
  - Teaching demonstration or work sample submission (for instructional roles)

3. **Evaluation:** Candidates are evaluated on experience, skills, cultural fit, and alignment with Hebrew Public's values. Feedback is gathered from all interviewers.

## **Hiring Decision**

1. **Reference Checks:** Final candidates undergo reference checks to verify their professional background and suitability.
2. **Job Offer:** Successful candidates receive a formal job offer detailing terms of employment, including salary, benefits, and start date.
3. **Onboarding:** New hires participate in an onboarding program to integrate into the Hebrew Public community and receive necessary training and resources.

## **Support for Professional Growth**

1. **Certification Assistance:** Hebrew Public supports teachers in obtaining necessary certifications by providing guidance, resources, and financial assistance when applicable.
2. **Professional Development:** Ongoing professional development opportunities are provided to ensure continuous growth and development.

## **Compliance and Monitoring**

Hebrew Public complies with all applicable employment laws and regulations. Regular audits and reviews are conducted to ensure adherence to this policy.

## **Teacher Retention and Support**

Hebrew Public is committed to retaining high-quality educators through a supportive work environment, competitive compensation, and professional growth opportunities.

## **Conclusion**

Our goal is to build a strong, diverse, and dedicated team that will drive the success of our schools and students. By adhering to this hiring policy, we ensure a fair and equitable process that supports our mission and values.



## SURGE: Evaluation and Compensation System Policy Guidebook

Below is a detailed description of the SURGE System and associated policies. See [here](#) for a high level overview.

### **SURGE Tiers: Descriptions + Rewards**

Below are narrative descriptions of teachers at each tier as it relates to each of the components of our evaluation framework. **Placement and advancement on the SURGE System are determined annually by both quantitative and qualitative data sources including the formal classroom evaluations, student outcomes, and OLAM survey results, not anecdotal descriptions.** However, we find it helpful to include qualitative descriptions that focus on a typical teacher at each tier.

| SURGE 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teachers who are new to HP join at SURGE 1. See <a href="#">here</a> for compensation structure detail. Based on their results in their first year of teaching at Hebrew Public, the following school year they can stay at SURGE 1, or advance to SURGE 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SURGE 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Achieving this tier is a substantial achievement given the high standards that must be consistently met to reach this tier. <b><i>SURGE 2 teachers typically:</i></b></p> <p><i>Quality of Instruction</i></p> <ul style="list-style-type: none"> <li>• Score “proficient” or higher in many if not all domains of the Teacher Observation Rubric.</li> <li>• Have strong classroom management and are able to motivate and engage students while putting the lift on students.</li> </ul> <p><i>OLAM Values Contributions</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to OLAM values in their work.</li> <li>• Continue to seek and receive coaching and support to further develop their practice and begin to demonstrate leadership capacity within their grade and/or department.</li> <li>• Demonstrate ownership of personal learning by always coming prepared with data to meetings and pursuing additional adult learning opportunities.</li> <li>• Contribute positively to organizational culture and adult learning community.</li> </ul> <p><i>Student Academic Outcomes</i></p> |

- Achieve consistent results for most students and are effective in most areas of their teaching practice.

### SURGE 3

It's a great achievement to earn this designation! ***SURGE 3 teachers typically:***

#### *Quality of Instruction*

- Score “exemplary” in many domains on the Teacher Observation Rubric and proficient in others.
- Have substantial mastery of both content/subject knowledge and of pedagogical best practices.

#### *OLAM Values Contributions*

- Model OLAM values with students, families, and colleagues.
- Act as role models to other teachers, either formally or informally.
- Continuously demonstrate and model leadership in professional responsibilities.
- Demonstrate significant positive impact on the entire school community outside of stipended additional roles.

#### *Student Academic Outcomes*

- Have a proven track record of significant, consistent student achievement and/or growth for students.

## **Compensation, Recognition, and Rewards**

### Compensation Structure

Compensation based on the SURGE System will be reflected in a teacher's annual salary (rather than as a bonus). Increasing salaries is a commitment that recognizes the importance of the work teachers do each day. Salaries will be set so that teachers have security and the ability to plan their personal finances.

The HP approach to compensation balances experience and impact. Each teacher's salary will consist of three parts: (1) pay based on years of experience 2) pay based on certification status and/or position and (3) pay based on their tier.

### Compensation Figures

#### **Compensation based on years of experience**

- HP has an internal [salary scale](#) that is consulted when determining a teacher's initial base salary - this is regularly calibrated against local districts and charter peers, and is based on verified years of experience for full-time K-12 lead teaching experience. Candidates or current teachers work with our Talent department to verify eligible years of experience. Below is an outlined list of what positions are paid according to this scale.
  - If the employee is currently in one of the following positions, they will be paid according to this scale: General Education teachers, Special Education teachers, Hebrew teachers, Specials teachers (music, art, dance, PE), Intervention, SETSS, MLL, PreKindergarten Lead Teachers and STEM Teachers.

- If the employee is currently in one of the following positions, they will NOT be paid according to this scale: Substitute teachers, Teacher Assistants, nor PreKindergarten Assistants.

### Compensation based on other factors

- **Increases for certification.** Teachers who are appropriately certified will receive an additional 5% increase on top of the base salary. It is each educator's professional responsibility to maintain an active teacher certification. In the event an employee's teacher certification expires, an adjustment will be made to the employee's current compensation effective as of the certification expiration date.
  - Teachers are eligible for the certification increase if they hold one or more of the following valid (unexpired) New York State certification in any subject area. The following NYS certification types qualify: Initial, Permanent, and Professional Certification. New York City (NYC) certification also qualifies as long as the teacher is teaching within the City of NYC.
  - Teachers are not eligible for the certification increase if they hold one of the following certification types: NYS Emergency COVID, NYS Trans B, NYS Internship. Certifications from other states/countries do not qualify.
- **Increases for hard to staff positions.** Positions that are deemed hard-to-staff based on market conditions, regulatory requirements, and urgent needs of the school will receive an additional 5% increase on top of base salary. This category requires certification (in the relevant content/area) in order to obtain this designation. For the 2023-24 and 2024-25 school years, hard-to-staff positions currently include K-8 ICT teachers and Middle School Math/Science teachers (Grade 6-8).

### Additional compensation based on Tier

Once teachers are placed into SURGE 2 or 3, they will earn additional compensation each year. The additional compensation percentages by tier are below:

| <b>SURGE Tiers</b> | <b>Additional Compensation</b> |
|--------------------|--------------------------------|
| SURGE 1 Teacher    | \$0                            |
| SURGE 2 Teacher    | 5% increase over SURGE 1       |
| SURGE 3 Teacher    | 10% increase over SURGE 1      |

Overall, this compensation approach allows teachers to have a higher overall earning potential and to earn higher amounts earlier in their career.

Note: If a teacher moves into a role that is ineligible, they are no longer eligible to receive level based compensation for that year. *See below for eligibility.*

### **Development & Evaluation Framework Components**

Given the complexity of teaching, there is no single, infallible measure to determine a teacher's effectiveness. Our goal, then, is to create an overall picture of a teacher's effectiveness through a holistic

evaluation based on both teacher inputs and student outcomes. Advancement through the tiers will be determined by a teacher's final score on all three components (where applicable) on the revised [Hebrew Public Development and Evaluation Process](#).

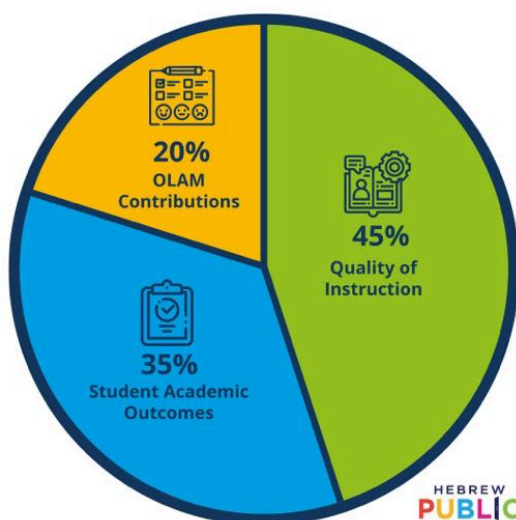
The development and evaluation framework will incorporate multiple measures, including:

- **Quality of Instruction:** For ALL teachers, the Quality of Instruction measure includes a teacher's score on the Teacher Observation Rubric as measured by ongoing observations, feedback, and teacher response to coaching.
- **Student Academic Outcomes:** For Category A teachers (see below), Student Academic Outcomes are a factor and will be measured using a mix of MAP and state testing growth and achievement data, over the course of 2 years.
- **OLAM Contributions:** For ALL teachers, the OLAM Contributions measure focuses on a teacher's positive contribution to their professional and school community, and their overall adherence to our OLAM values (Outstanding problem solving, Lifelong learning, Aware communication, and Making a difference). Managers will complete a survey for each teacher who they manage. Survey questions are adapted from the OLAM values.

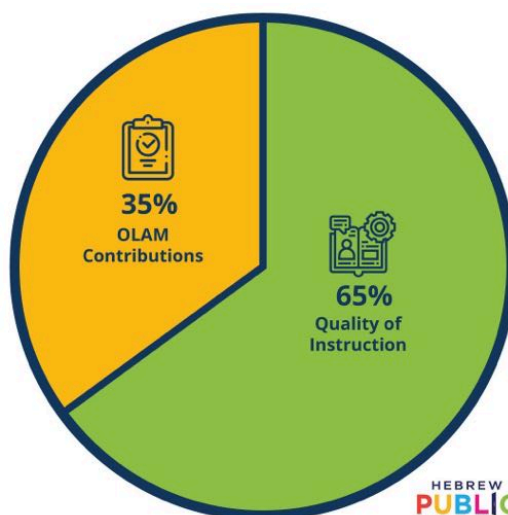
All components of the evaluation system were designed not just to measure a teacher's effectiveness, but also to enhance a teacher's effectiveness. Through feedback from multiple sources, teachers will better understand their strengths and growth areas and be able to partner with their manager to improve.

| What We're Measuring        | Quality of Instruction                     | Student Academic Outcomes                                   | OLAM Contributions                        |
|-----------------------------|--------------------------------------------|-------------------------------------------------------------|-------------------------------------------|
| How We're Measuring (tools) | <a href="#">Teacher Observation Rubric</a> | MAP and State Tests*                                        | <a href="#">OLAM Contributions Survey</a> |
| Frequency & Timing          | 2 formal rubric scores:<br>Fall & Spring   | <a href="#">See Student Academic Outcomes for specifics</a> | 1x per year,<br>March                     |

\* Not all teachers' evaluations will include state testing data. See teacher categories for specifics.



**Category A Teachers**



**Category B Teachers**

| Category A Teacher                                                                                                                                                                                                                                           | Category B Teacher                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Type:</b> K-8 General Education, ELA, Math, Special Education, ICT</p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>Quality of Instructional 45%</li> <li>Student Academic Outcomes 35%</li> <li>OLAM Contributions 20%</li> </ul> | <p><b>Type**:</b> Pre-K, Science, Hebrew, Social Studies, Enrichment Teachers, Interventionists*, and MLL*</p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>Quality of Instructional 65%</li> <li>OLAM Contributions 35%</li> </ul> <p>*Interventionists and MLL will move to Category A in SY25/26.<br/> **Other types of teachers will move to Category A in future years.</p> |

## Development & Evaluation Component Detail

### **Development & Evaluation Component #1: Quality of Instruction**

#### Overview

Frequent observations and feedback are essential for helping teachers understand their strengths, growth areas, and overall effectiveness. Our model emphasizes consistent, targeted feedback and coaching from direct managers throughout the school year, guided by the [Teacher Observation Rubric](#).

#### Components

Each month, a teacher will participate in approximately 2\* informal developmental observations (recommended biweekly) - including observation and feedback. Each observation interaction allows for the coach to observe teaching, to gather evidence about the teacher's skills/strengths, to provide

feedback/support, and to clearly state an action step or change in practice as a result of the observation and debrief. Coaches will then observe the execution of that feedback to monitor progress and continue to support teacher development. All observation ratings and notes are recorded in Bullseye.

Twice a year, teachers will have formal observations. These observations will make up the final score in the Quality of Instruction Component.

- **Fall Formal Observation (40% of score)**
  - During the last week of October/ first week of November, teachers will engage in their 1st Formal Observation, inclusive of a post observation debrief, on Arc 1 indicators.
- **Spring Formal Observation (60% of score)**
  - In March (first two weeks), teachers will engage in their 2nd Formal Observation on Arc 1 and 2 indicators, inclusive of a pre and post observation meeting and debrief

*\*While the goal of HP coaches is to observe and coach each teacher on their load 2x per month, minimum, there are times when this will not happen (e.g., leave of absence, high performing teacher who needs fewer touch points, months with a lot of holidays).\**

Process, Communication, & Timeline

See [Hebrew Public Development and Evaluation Process](#).

## **Development & Evaluation Component #2: Student Academic Outcomes**

### Overview

Student academic outcomes are core to HP's mission and the primary responsibility of all teachers at HP. Therefore, it is an important component of the evaluation framework. HP values both absolute achievement - how a student performs against grade level standards - and growth - how much a student is able to grow over the course of the year. For SY24/25, only Category A teachers will formally have Student Academic Outcomes as 35% of their total score: K-8 teachers of ELA, Math, and SPED.

The Student Academic Outcomes portion of a teacher's evaluation will be calculated as noted below:

- Each teacher's **Student Academic Outcomes score** will look at two years of results:
  - the prior year, worth 40% of the total score
  - the current year, worth 60% of the total score
- For all grades, **Growth** will be measured using NWEA MAP Assessments.
- For Grades K-2, **Achievement** will be measured using NWEA MAP Assessments. For Grades 3-8, **Achievement** will be measured using State Exams.
- For students who receive significant special education services, we will only include growth. See [appendix](#) for detail.



|            | Last Year                     |                       |                                   | This Year                     |                              |                                   |
|------------|-------------------------------|-----------------------|-----------------------------------|-------------------------------|------------------------------|-----------------------------------|
|            | Most Students                 |                       | Students w significant SPED needs | Most Students                 |                              | Students w significant SPED needs |
|            | Growth                        | Achievement           | Growth                            | Growth                        | Achievement                  | Growth                            |
| <b>K-2</b> | Fall to <b>Spring</b> MAP CGP | Spring MAP Percentile | Fall to <b>Spring</b> MAP CGP     | Fall to <b>Winter</b> MAP CGP | <b>Winter</b> MAP Percentile | Fall to <b>Winter</b> MAP CGP     |
| <b>3-8</b> |                               | State Test Results    |                                   |                               |                              |                                   |

To determine success on these measures, HP will use a trusted matrix framework that maintains high standards for growth and achievement, provides all teachers with an equal opportunity to succeed, is transparent and easy to understand, and allows for teachers to use the data to inform their instructional practices over time.

#### Matrix Framework for Score Calculation

*Disclaimer: Scores will be calculated by Network staff, and the context below is only included for your reference.*

For the majority of students, “Points” are earned on a 0 to 7 scale based on the growth and achievement of individual students. The visual below shows how points are based on where Achievement (Y-Axis) meets Growth (X-Axis).

|                        |                   |   |   |   |   |
|------------------------|-------------------|---|---|---|---|
| Prior Year Achievement | 3                 | 4 | 5 | 6 | 7 |
|                        | 2                 | 3 | 4 | 5 | 6 |
|                        | 1                 | 2 | 3 | 4 | 5 |
|                        | 0                 | 1 | 2 | 3 | 4 |
|                        | Prior Year Growth |   |   |   |   |

The score for the Student Academic Outcomes component of a teacher’s annual evaluation is based on the number of points earned, with a slight weighting toward the current year (40%/60%).

#### *Step 1. Score for Prior Year*

- Determine each student’s points
- Sum the total points earned
- Divide by the number of students with scores

#### *Step 2. Score for Current Year*

- Determine each student’s points

- Sum the total points earned
- Divide by the number of students with scores

### Step 3. Weighting

- Multiply Score for Prior Year by 40%
- Multiple Score for Current year by 60%
- Sum the scores

See [appendix](#) for more detail and examples.

## Development & Evaluation Component #3: OLAM Contributions

At the heart of our mission are our OLAM, or “world” values, which articulate the core ethical and intellectual virtues we strive to instill in our students:

- *Outstanding Problem Solvers:* We teach students to be optimistic and solution-oriented, valuing constructive disagreement and discourse as key to learning. Our approach encourages the use of critical thinking and evidence-based methods to tackle complex challenges.
- *Lifelong Learners:* Hebrew Public fosters a love of learning that inspires students and educators alike to pursue knowledge and self-improvement throughout their lives. We emphasize the importance of feedback and reflection as tools for continuous growth.
- *Aware Communicators:* We prioritize the development of strong communication skills, including the ability to listen deeply and consider diverse perspectives. Our curriculum aims to equip students to express themselves clearly and effectively, adapting to various cultural and linguistic contexts.
- *Making a Difference:* We empower our students to use their skills and knowledge to make meaningful contributions to their communities and the world. From small acts of kindness to large-scale initiatives, we believe everyone has the potential to effect positive change.

Therefore, when considering what makes a SURGE 2 or SURGE 3 teacher, we also look at how a teacher models the OLAM values for the entire school community.

Each spring, a teacher’s coach/manager completes a survey about how the teacher models the OLAM values and contributes to the school community. The survey includes both quantitative and qualitative feedback. The survey feedback will be debriefed with teachers to help them grow as positive members of the school community. You can view the full [survey](#) here.

## Eligibility

Teachers are eligible for advancing to SURGE 2 or SURGE 3 if they meet all of the following criteria:

- Are a school-based Hebrew Public employee.
- Are in Category A (K-8 ELA, Math, ICT Teachers) or Category B (Pre-K, K-8 Enrichment Teachers (Science, Hebrew, Social Studies, etc), Interventionists, MLL)
  - To be in Category A - Teachers must teach a minimum of at least 8 students
    - For special education, count the number of students taught in self-contained, push-in, pull-out, or any other teaching structure to determine if the teacher meets the minimum student requirement
    - If a teacher doesn’t have student data for 8 students, they shift to category B.

- Are hired on or before December 1st and, by December 1st, are teaching the group of students they will continue to work with through the end of year, in a full-time capacity
- Are teaching at least 110 instructional days in the school year (representing about 60% of instructional days at HP) and return for the following school year in an eligible position
- Are not in any of the following excluded roles:
  - School leadership or shared leader role (such as school leader, principal, AP, dean, or full-time instructional coach)
    - Teachers who coach and/or manage other teachers remain eligible for this system if they meet the rest of the outlined criteria
  - Substitute Teacher
  - Long-Term Substitute Teacher
  - Teaching Assistant

### Mid-Year Hires

Teachers that are hired on or before December 1st and teach for at least 110 days in the school year and meet all other eligibility requirements will be eligible to participate in the SURGE system.

### Family or Medical Leave Impact

Teachers taking 70 days or fewer of approved Family Medical Leave will be eligible to advance in the SURGE system based on their evaluations completed during the current year, prior year, and other evidence that can be gathered to demonstrate the teacher's effectiveness. Additional observations will be completed if needed.

If a teacher is on leave for more than 70 days, that year will not be counted toward advancement, though HP will consider discretionary exemptions in extenuating circumstances.

If a teacher's approved leave impedes the ability of the teacher to produce sufficient data regarding their effectiveness in that year, HP will work to determine the fairest solution. For example, we may use prior year's data and or combine consecutive years of data with different weights. The exact data used will vary depending on the course and grade level. Every attempt will be made to build a comprehensive picture of the teacher's proficiency in their course when making these decisions. In these rare situations, advancement will be a case-by-case decision made by the Chief Talent Officer and Chief Schools Officer with input from the school leader, based on the available data.

### Placement and Advancement

Placement and Advancement is based on the calculated annual results of the development and evaluation framework. It is not a school leader's decision; rather, it is a calculated annual score to ensure consistency across grades, subject areas, and schools. A teacher must meet both an overall score to advance and a minimum threshold for each component of the development and evaluation framework. Teachers will advance as they show increasing effectiveness.

- **Overall Score:** The overall score is a comprehensive measure of a teacher's effectiveness in a given year. The overall score is calculated using quality of instructional data, student outcomes data, and OLAM contributions survey data.
- **Minimum Thresholds:** A minimum threshold is a minimum level of proficiency in each of the individual components. Minimum thresholds are included in the calculation because we want to

ensure that teachers in our highest tiers have at least a reasonable level of competency in each relevant component of the development and evaluation framework.

- *For example, in a scenario where a SURGE 1 teacher has stellar student outcomes but scores very low (below the minimum threshold) on the OLAM Contributions Survey, the teacher would not advance to SURGE 2.*

Except for a teacher's initial placement, teachers cannot skip a tier — each teacher moves through each tiers sequentially, after meeting requirements for overall score and minimum thresholds. Teacher advancement is not guaranteed each year or even every two years; a teacher can stay in their tier indefinitely if they do not meet the overall score needed to advance or a minimum threshold needed to advance.

Teacher tiers are not permanent; teachers must continue to meet the overall scores and minimum thresholds to maintain their tier. Teachers with two consecutive years of ineffective results (i.e. not meeting the thresholds for their current tier) will move down on the SURGE System based on the second year's results.

- *For example, in a scenario where a SURGE 3 teacher's data shows that they meet the threshold for SURGE 1, they will be given a grace period of 1 more year, to account for various circumstances that could have occurred. In the following year, if that teacher's data now shows that they meet the threshold for SURGE 2, they will be moved down to SURGE 2.*

### Placement

For the initial pilot year (2025-2026 school year) returning teachers will be placed using data - quality of instruction data, student outcome data (when applicable), and colleague survey data - collected during the 2023/24-2025 school year. They will receive their placement in April 2025, during a one-on-one conversation with their manager or coach. Any new-to-HP teacher will begin at SURGE 1.

- While new teachers at HP cannot start beyond SURGE 1, in rare cases, they can get a one off hiring bonus of 5-10%, if they can prove outstanding performance in their previous position based on data. The hiring manager must discuss each case with HP's Chief Schools Officer and Chief People Officer (or their designees). In year 2, if they meet the thresholds specific for 1 year advancement (for outstanding performance only), they can advance to Tier 2 and retain the original 5% bonus. After the first two years, their data will fully determine their tier and they will receive no additional bonuses.

### Advancement Detail for Initial Movement (SURGE 1->2)

**Typical Path for Initial Movement (2+ years of results):** In most cases, it takes at a minimum of two years of data to advance from SURGE 1 to SURGE 2. This is due to the fact that HP believes that cumulative data is critical to assess teacher performance, as evidenced by the Student Academic Outcomes portion of the score which looks at 2 years worth of data.

**“Fast Track” for Initial Movement:** In some cases of particularly impressive results, a new to HP teacher has the opportunity to “fast track” and move to SURGE 2, even though they will not have 2 years worth of student data. However, a different (and higher) cut score threshold will be utilized for this situation as there is less data to go off of.

## **Additional Detailed Policies and Practices**

### **Teacher Request for Review**

The SURGE system is designed to develop and recognize excellent teachers. In honoring the profession, we believe this system must treat all teachers in a fair and consistent manner. Reviews should be very rare and only occur after a teacher has communicated any questions or concerns to their school leader, and the issue remains unresolved. To ensure a balanced set of perspectives on each review, an ad hoc Policy Committee will, at times, be convened to review the issue and determine the final ruling. Members may include:

- HP's Chief Schools Officer, Chief Talent Officer (or their designees)
- HP's School Leaders

Teachers may request a review of the following:

1. Their eligibility to participate
2. Process concerns over ratings on the Teacher Observation Rubric
3. Overall tier placement or advancement if there is a mistake in a calculation, or a component of their evaluation is missing

Teachers may not request a review of:

1. A specific observation rating
2. The students on their roster (rosters will be verified throughout the year)
3. Specific results from a survey
4. The assessments used for measuring student growth & achievement

Request for Review: Steps to Take:

1. Step 1: Talk to your HOS.
2. Step 2: Submit a written request for review to your HOS within 2 weeks of receiving notification of your eligibility or tier.
3. Step 3: Chief Schools Officer (or other senior leader from the network team) will make a decision in consultation with your HOS.

### **Coach Changes**

All teachers will have a designated manager who is responsible for their development and evaluation. If for any reason, a teacher's coach/manager is on leave or otherwise unable to fulfill the role, school leaders will appoint a qualified coach (e.g., another member of the leadership team, a member of the network team) to step in as the teacher's coach/manager. HP is committed to providing consistent observation/feedback and development to all HP teachers.

### **Incomplete Data**

If for any reason a teacher has insufficient data regarding their effectiveness in that year, HP will work to determine the fairest solution. Decisions will be made on a case-by-case basis by the ad hoc SURGE Policy Committee.

### Substituting for Another Teacher's Class

There may be times when a HP teacher will have to teach another teacher's class for an extended period of time when it has not been planned for them to do so. When this occurs, the teacher is often substituting outside of his or her grade or subject area while also continuing to carry their original course load. In these circumstances, the student growth & achievement results for the covered class will not count toward the evaluation of the substituting teacher. That said, we are confident the substituting teacher will nevertheless take these responsibilities very seriously and endeavor to do their best to make sure all students receive excellent instruction.

Should a teacher be moved to teach a different course or grade level at any time after the last day of the first quarter, the ad hoc SURGE Policy Committee will review the teacher's student growth & achievement data and determine how this will impact their overall evaluation based on the specific circumstance.

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## **Appendix**

### **Student Academic Outcomes: Detail and Examples**

#### **NY Detailed Model**

Each teacher's **Student Growth & Achievement Measure** will look at two years of results:

- the prior year, worth 40% of the SGA
- the current year, worth 60% of the SGA

For all grades, **Growth** will be measured using NWEA MAP Assessments.

For Grades K-2, **Achievement** will be measured using NWEA MAP Assessments. For Grades 3-8, **Achievement** will be measured using State Exams.

*Note:* For students who receive significant special education services, we will only include growth within the SGA. In NY, this includes those students who receive special education services for 60%+ of their week

|     | Last Year                                        |                       |                                                  | This Year                                        |                       |                                                  |
|-----|--------------------------------------------------|-----------------------|--------------------------------------------------|--------------------------------------------------|-----------------------|--------------------------------------------------|
|     | Most Students                                    |                       | Students rcvg services 61%+ of the day           | Most Students                                    |                       | Students rcvg services 61%+ of the day           |
|     | Growth                                           | Achievement           | Growth                                           | Growth                                           | Achievement           | Growth                                           |
| K-2 | Fall to Spring MAP Conditional Growth Percentile | Spring MAP Percentile | Fall to Spring MAP Conditional Growth Percentile | Fall to Winter MAP Conditional Growth Percentile | Winter MAP Percentile | Fall to Winter MAP Conditional Growth Percentile |
| 3-8 |                                                  | NYST results          |                                                  |                                                  |                       |                                                  |

## K-2 Teachers: Student Growth & Achievement

### Group 1 Students Growth & Achievement

| Prior Year's Matrix - 40% of SGA Component |          |                                                   |       |       |       |       | Current Year's Matrix - 60% of SGA Component |          |                                                     |       |       |       |       |
|--------------------------------------------|----------|---------------------------------------------------|-------|-------|-------|-------|----------------------------------------------|----------|-----------------------------------------------------|-------|-------|-------|-------|
| Prior Year MAP Achievement (Spring)        | 75 - 100 | 3                                                 | 4     | 5     | 6     | 7     | Current Year MAP Achievement (Winter)        | 75 - 100 | 3                                                   | 4     | 5     | 6     | 7     |
|                                            | 50 - 74  | 2                                                 | 3     | 4     | 5     | 6     |                                              | 50 - 74  | 2                                                   | 3     | 4     | 5     | 6     |
|                                            | 25 - 49  | 1                                                 | 2     | 3     | 4     | 5     |                                              | 25 - 49  | 1                                                   | 2     | 3     | 4     | 5     |
|                                            | 0 - 24   | 0                                                 | 1     | 2     | 3     | 4     |                                              | 0 - 24   | 0                                                   | 1     | 2     | 3     | 4     |
|                                            |          | 1-20                                              | 21-40 | 41-60 | 61-80 | 81-99 |                                              |          | 1-20                                                | 21-40 | 41-60 | 61-80 | 81-99 |
|                                            |          | Prior Year MAP Growth Percentile (Fall to Spring) |       |       |       |       |                                              |          | Current Year MAP Growth Percentile (Fall to Winter) |       |       |       |       |

## 3-8 Teachers: Student Growth & Achievement

### Group 1 Students Growth & Achievement

| Prior Year's Matrix - 40% of SGA Component    |    |                                                   |       |       |       |       | Current Year's Matrix - 60% of SGA Component |          |                                                     |       |       |       |       |
|-----------------------------------------------|----|---------------------------------------------------|-------|-------|-------|-------|----------------------------------------------|----------|-----------------------------------------------------|-------|-------|-------|-------|
| Prior Year NY State Test Level of Proficiency | L4 | 3                                                 | 4     | 5     | 6     | 7     | Current Year MAP Achievement (Winter)        | 75 - 100 | 3                                                   | 4     | 5     | 6     | 7     |
|                                               | L3 | 2                                                 | 3     | 4     | 5     | 6     |                                              | 50 - 74  | 2                                                   | 3     | 4     | 5     | 6     |
|                                               | L2 | 1                                                 | 2     | 3     | 4     | 5     |                                              | 25 - 49  | 1                                                   | 2     | 3     | 4     | 5     |
|                                               | L1 | 0                                                 | 1     | 2     | 3     | 4     |                                              | 0 - 24   | 0                                                   | 1     | 2     | 3     | 4     |
|                                               |    | 1-20                                              | 21-40 | 41-60 | 61-80 | 81-99 |                                              |          | 1-20                                                | 21-40 | 41-60 | 61-80 | 81-99 |
|                                               |    | Prior Year MAP Growth Percentile (Fall to Spring) |       |       |       |       |                                              |          | Current Year MAP Growth Percentile (Fall to Winter) |       |       |       |       |

## K-8: Group 2 - Student Growth only

### Prior Year - 40% of SGA Component      Current Year- 60% of SGA Component

| min MAP Growth %ile | max MAP growth %ile | Points per student | min MAP Growth %ile | max MAP growth %ile | Points per student |
|---------------------|---------------------|--------------------|---------------------|---------------------|--------------------|
| 1                   | 12                  | 0                  | 1                   | 12                  | 0                  |
| 13                  | 24                  | 1                  | 13                  | 24                  | 1                  |
| 25                  | 36                  | 2                  | 25                  | 36                  | 2                  |
| 37                  | 48                  | 3                  | 37                  | 48                  | 3                  |
| 49                  | 60                  | 4                  | 49                  | 60                  | 4                  |
| 61                  | 73                  | 5                  | 61                  | 73                  | 5                  |
| 74                  | 86                  | 6                  | 74                  | 86                  | 6                  |
| 87                  | 99                  | 7                  | 87                  | 99                  | 7                  |

## Student Result Attribution by Teacher

| Category A Teacher Group                                                                         | Student Results Attributed                                               | Model                                                                 |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1: Grade K-2 General Education Classroom Teachers and Special Education Classroom Teachers (ICT) | All students in the class                                                | NY K-2 Model (MAP)                                                    |
| 2: Grade 3-8 General Education Classroom Teachers and Special Education Classroom Teachers (ICT) |                                                                          | NY 3-8 Model (MAP & NYST)                                             |
| 3: Special Education Teachers (push-in/pull-out)                                                 | The educator's unique "roster" of students supported throughout the year | NY K-2 Model for K-2 students and NY 3-8 Model for Grade 3-8 students |



## NY Example #1: 6th Grade Math Teacher

### NY SGA Model: Determining Points

"Points" are earned on a 0 to 7 scale based on the growth or growth & achievement of individual students.

#### Example

In SY22-23, Ms. Fernandez, a 6th grade math teacher, taught 40 students. 32 students, including Morgan, will have results included for both growth and achievement. 8 students, including Sam, meet the criteria to have results based only on growth.

In SY23-24, she taught 50 students. 45 students, including Roberto, will have results included for both growth and achievement. 5 students, including Chloe, meet criteria to have results based only on growth.

| Student | Prior Year Achievement | Prior Year Growth | Prior Year Points | Current Year Achievement | Current Year Growth | Current Year Points |
|---------|------------------------|-------------------|-------------------|--------------------------|---------------------|---------------------|
| Morgan  | 3 on NYST              | 47th %ile         | 4                 |                          |                     |                     |
| Sam     | N/A                    | 70th %ile         | 5                 |                          |                     |                     |
| Roberto |                        |                   |                   | 26th %ile                | 76th %ile           | 4                   |
| Chloe   |                        |                   |                   | N/A                      | 41st %ile           | 3                   |

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### NY SGA Model: Determining Points

| Student | Prior Year Achievement | Prior Year Growth | Prior Year Points | Current Year Achievement | Current Year Growth | Current Year Points |
|---------|------------------------|-------------------|-------------------|--------------------------|---------------------|---------------------|
| Morgan  | 3 on NYST              | 47th %ile         | 4                 |                          |                     |                     |
| Sam     | N/A                    | 62nd %ile         | 5                 |                          |                     |                     |
| Roberto |                        |                   |                   | 26th %ile                | 76th %ile           | 5                   |
| Chloe   |                        |                   |                   | N/A                      | 41st %ile           | 3                   |

|              | Score                                | Weight |
|--------------|--------------------------------------|--------|
| Prior Year   | $(4 + 5) / 2 = 4.50$                 | 40%    |
| Current Year | $(3 + 5) / 2 = 4.00$                 | 60%    |
| Overall      | $(4.5 * 40\%) + (4.0 * 60\%) = 4.20$ |        |

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## NY Example #2: K-2 Teacher

### Example: K-2 teacher

Last Year's Data: ELA

| Number of Students                       |          |                                                   |       |       |       |       | Calculating Points                                                                              |                       |
|------------------------------------------|----------|---------------------------------------------------|-------|-------|-------|-------|-------------------------------------------------------------------------------------------------|-----------------------|
| Prior Year MAP Achievement %ile (Spring) | 75 - 100 | 2                                                 | 0     | 1     | 2     | 2     | Number of Students                                                                              | 25                    |
|                                          | 50 - 74  | 2                                                 | 0     | 1     | 2     | 1     |                                                                                                 | Total Points          |
|                                          | 25 - 49  | 1                                                 | 1     | 1     | 0     | 0     | <ul style="list-style-type: none"><li>pink, # of students</li><li>yellow, # of points</li></ul> |                       |
|                                          | 0 - 24   | 0                                                 | 3     | 3     | 1     | 2     |                                                                                                 | <b>Average Points</b> |
|                                          |          | 1-20                                              | 21-40 | 41-60 | 61-80 | 81-99 |                                                                                                 |                       |
|                                          |          | Prior Year MAP Growth Percentile (Fall to Spring) |       |       |       |       |                                                                                                 |                       |

### Example: K-2 teacher

Last Year's Data: Math

| Number of Students                       |                                                   |   |   |   |   |   | Calculating Points       |                                                                    |                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------|---------------------------------------------------|---|---|---|---|---|--------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Year MAP Achievement %ile (Spring) | 75 - 100                                          | 0 | 1 | 2 | 1 | 1 | Number of Students       | 25                                                                 |                                                                                                                                                                                                                                                                                                                      |
|                                          | 50 - 74                                           | 1 | 0 | 0 | 3 | 2 |                          | Total Points<br><br>• pink, # of students<br>• yellow, # of points | $(0 \cdot 3) + (1 \cdot 4) + (2 \cdot 5) + (1 \cdot 6) + (1 \cdot 7) = 27$<br>$(1 \cdot 2) + (0 \cdot 3) + (0 \cdot 4) + (3 \cdot 5) + (2 \cdot 6) = 29$<br>$(3 \cdot 1) + (0 \cdot 2) + (2 \cdot 3) + (2 \cdot 4) + (1 \cdot 5) = 22$<br>$(1 \cdot 0) + (2 \cdot 1) + (2 \cdot 2) + (0 \cdot 3) + (1 \cdot 4) = 10$ |
|                                          | 25 - 49                                           | 3 | 0 | 2 | 2 | 1 | $27 + 29 + 22 + 10 = 88$ |                                                                    |                                                                                                                                                                                                                                                                                                                      |
|                                          | 0 - 24                                            | 1 | 2 | 2 | 0 | 1 | Average Points           |                                                                    | 88 points/25 students = 3.52                                                                                                                                                                                                                                                                                         |
|                                          | Prior Year MAP Growth Percentile (Fall to Spring) |   |   |   |   |   |                          |                                                                    |                                                                                                                                                                                                                                                                                                                      |

## Example: K-2 teacher

### This Year's Data: ELA & Math

| Number of Students: ELA                    |          |                                     |       |       |       |       |
|--------------------------------------------|----------|-------------------------------------|-------|-------|-------|-------|
| Current Year MAP Achievement %ile (Winter) | 75 - 100 | 2                                   | 0     | 3     | 0     | 1     |
|                                            | 50 - 74  | 0                                   | 1     | 4     | 1     | 0     |
|                                            | 25 - 49  | 1                                   | 2     | 0     | 3     | 2     |
|                                            | 0 - 24   | 1                                   | 2     | 1     | 1     | 1     |
|                                            |          | 1-20                                | 21-40 | 41-60 | 61-80 | 81-99 |
|                                            |          | Current Yr MAP Growth %ile (F to W) |       |       |       |       |

| Number of Students: Math                   |          |                                     |       |       |       |       |
|--------------------------------------------|----------|-------------------------------------|-------|-------|-------|-------|
| Current Year MAP Achievement %ile (Winter) | 75 - 100 | 2                                   | 3     | 0     | 1     | 1     |
|                                            | 50 - 74  | 1                                   | 0     | 0     | 2     | 2     |
|                                            | 25 - 49  | 3                                   | 1     | 4     | 1     | 1     |
|                                            | 0 - 24   | 2                                   | 1     | 0     | 0     | 1     |
|                                            |          | 1-20                                | 21-40 | 41-60 | 61-80 | 81-99 |
|                                            |          | Current Yr MAP Growth %ile (F to W) |       |       |       |       |

|                    | ELA  | Math |
|--------------------|------|------|
| Number of Students | 26   | 26   |
| Total Points       | 90   | 86   |
| Avg Points         | 3.46 | 3.31 |

NEW PUBLIC

## Example: K-2 teacher

### Final Calculation

|              | ELA  | Math | Avg  | Weight |
|--------------|------|------|------|--------|
| Prior Year   | 3.52 | 3.48 | 3.50 | 40%    |
| Current Year | 3.46 | 3.31 | 3.39 | 60%    |

**Overall:**  $(3.50 * 40\%) + (3.39 * 60\%) = 3.43$

### Key Policy Decisions and Rationale

| Evaluation Component           | Key Policy Decisions                                                                                                                                                                                                                                                                                                                                              | Rationale                                                                                                                                                                                                                                                                                  |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Growth and Achievement | <ul style="list-style-type: none"> <li>Each teacher's Student Growth &amp; Achievement Measure will look at two years of results: <ul style="list-style-type: none"> <li>the prior year, worth 40% of the SGA</li> <li>the current year, worth 60% of the SGA</li> </ul> </li> <li>For all grades, Growth will be measured using NWEA MAP Assessments.</li> </ul> | <ul style="list-style-type: none"> <li>Using the MAP assessment allows us to use the same assessment for all grades, K-8.</li> <li>MAP is a nationally, norm referenced assessment with a large sample size.</li> <li>MAP provides both growth and overall achievement, both of</li> </ul> |

|                                  |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>For Grades K-2, Achievement will be measured using NWEA MAP Assessments. For Grades 3-8, Achievement will be measured using State Exams.</li> </ul>       | <p>which are important to assessing teacher impact.</p> <ul style="list-style-type: none"> <li>State testing is aligned with the grade level standards and is of critical importance for HP's success.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| Quality of Instruction           | <ul style="list-style-type: none"> <li>2 formal evaluations using the Teacher Observation Rubric: <ul style="list-style-type: none"> <li>Fall - 40%</li> <li>Spring - 60%</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Weighting the second semester more heavily honors the growth in skill we expect to see as a result of coaching and practice over the course of the year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| OLAM Contributions Survey        | <ul style="list-style-type: none"> <li>Each teacher's direct manager will complete for each teacher they manage.</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>This is included because HP believes great teachers not only have impact on students and their outcomes - a great HP teacher positively impacts their team, school, and community.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |
| Getting to a Final Overall Score | <ul style="list-style-type: none"> <li>Determine a raw score → calculate a scaled score → calculate a weighted scaled score → add up scores to get a total.</li> </ul>                           | <ul style="list-style-type: none"> <li><u>Raw Score</u> - represents the number of correct/positive responses or points obtained on the assessments or surveys. This is an initial score without any adjustments or conversions.</li> <li><u>Scaled Score</u> - a standardized score that allows comparison across the different components of the evaluation framework.</li> <li><u>Weighted Scaled Score</u> - applies a weight to each scaled score based on teacher category and the relative importance of each component.</li> <li><u>Total Score</u> - sum weighted scale scores from each component.</li> </ul> |

|  |  |                                                                                                    |
|--|--|----------------------------------------------------------------------------------------------------|
|  |  | The total represents the cumulative performance across all components of the evaluation framework. |
|--|--|----------------------------------------------------------------------------------------------------|

## **APPENDIX P**



Hebrew Language Academy  
CHARTER SCHOOL

## FAMILY HANDBOOK

ספר נהלי בית הספר

2024-2025

2186 Mill Ave  
Brooklyn, NY 11234  
718-377-7200

[hlacharterschool.org](http://hlacharterschool.org)





Dear Families,

Welcome to Hebrew Language Academy Charter School, a diverse by design school rooted in the community! As the Head of School, it is my pleasure to welcome you. This handbook outlines the school's policies and procedures that we will follow throughout the year. Please take some time to review them.

Our goal is to provide an education that prepares your children for an ever-expanding world. As such, we not only provide high-quality instruction, but we aim to develop values such as empathy, social and civic responsibility, and global citizenship. Our robust program includes English, Math, Science, Social Studies (including Israel Studies), Modern Hebrew, Music, Art, Physical Education, STEM, Dance and Social and Emotional Learning. We hold our students to a high level of academic expectation, rooted in the belief "Success for Every Student." We differentiate our instruction and employ best practices in education to meet each child's needs.

While the teachers, students, and staff work together each day, it is our families that round out our school community and continue to make HLA a special place for all. We encourage you to be active participants in the school's life. Becoming a member of our Parent Teacher Organization (PTO), being a trip chaperone, or volunteering at some of our many events are just a few ways you can contribute. We are committed to engaging you and sharing the education experience with all of our families.

As part of our special global citizenship mission, we also help students become global citizens who learn important values. OLAM is the Hebrew word for "world," and we use it as an acronym to describe these values, which include:

- **Outstanding Problem-Solvers**
- **Lifelong Learners**
- **Aware Communicators**
- **Making a Difference**

We believe that children who develop these values will be able to succeed in high school, college, the workplace, and their communities, while making the world a better place!



We encourage you to reach out to teachers, staff, and administration at any time. Our goal is to work with you to create the best opportunities for all. We are looking forward to a year full of exciting lessons, memorable experiences, and a shared love for learning by our entire school community. We can accomplish great things as partners in our journey with your children.

All my best,  
Daniella Steinberg  
Head of School

# Table of Contents

# תוכן העניינים

|                                                  |           |
|--------------------------------------------------|-----------|
| <b>About Our School</b>                          | <b>6</b>  |
| Mission Statement                                | 6         |
| Board of Trustees                                | 7         |
| <b>School Information</b>                        | <b>8</b>  |
| School Leadership Team                           | 8         |
| Hours of Operation                               | 8         |
| 2024-2025 School Calendar                        | 9         |
| <b>Attendance, Arrival and Dismissal</b>         | <b>10</b> |
| Arrival and Lateness                             | 13        |
| Early Dismissal                                  | 14        |
| Late Pickup                                      | 15        |
| Busing and Transportation                        | 15        |
| <b>Curriculum</b>                                | <b>18</b> |
| Overview                                         | 18        |
| Social and Emotional Learning                    | 24        |
| Special Education Services                       | 24        |
| Services for English Language Learners           | 25        |
| Homework Policy                                  | 25        |
| Grading Policy                                   | 25        |
| Promotion and Retention                          | 25        |
| <b>Community &amp; Guardian Relations</b>        | <b>26</b> |
| Communication                                    | 26        |
| School Closings                                  | 27        |
| Communication during the School Day              | 29        |
| Visitors to the School                           | 29        |
| School Safety                                    | 30        |
| Transition Plan                                  | 31        |
| Parent Concerns and Complaints Process           | 31        |
| Parent Satisfaction and Surveys                  | 33        |
| <b>Discipline Policies &amp; Code of Conduct</b> | <b>33</b> |
| Levels of Suspension & Due Process Procedures    | 42        |
| <b>School Policies</b>                           | <b>51</b> |
| School Uniforms                                  | 51        |
| Student Cell Phone Policy                        | 52        |

|                                                            |    |
|------------------------------------------------------------|----|
| School Supplies                                            | 52 |
| Special Events                                             | 52 |
| Internet Usage, Email and Social Media                     | 53 |
| Dignity for all Students Act (DASA) Policy                 | 56 |
| Health Policies and Procedures                             | 58 |
| Emergency Procedures                                       | 60 |
| Solicitation on School Property                            | 61 |
| Family Educational Rights and Privacy Act                  | 61 |
| Notice of Intent to Disclose Student Directory Information | 63 |
| Freedom of Information Law                                 | 64 |
| School Meals                                               | 65 |

Acknowledgement of Handbook

### Mission Statement חזון בית הספר

Our mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.

אנו מובילים תנועה לאומית של בתי ספר ציבוריים מגוונים ומצוינים, אשר מלמדים תלמידים מכל הרקעים עברית מודרנית, ומכינים אותם להיות אזרחים גלובליים מצליחים.

HLA provides its students with the academic and social emotional skills necessary to successfully pursue advanced studies, and achieve growth as ethical, informed global citizens. We offer an academically rigorous Pre-K-8 curriculum, which includes intensive instruction in the Hebrew language.

HLA is a “diverse-by-design” school and is committed to serving students from a wide range of racial, economic, and cultural backgrounds. We are also committed to serving students with special needs and those whose home language is other than English.

Our school is part of the Hebrew Public network of schools. Hebrew Public’s mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. “Global citizenship” education includes the development of students’ skills in communication, collaboration, and critical thinking.

Global Citizenship is supported through the daily study of Modern Hebrew, the comparative study of Israel and of students’ local communities, and through our focus on diversity and inclusion.

Hebrew Public serves as the school’s Charter Management Organization and is responsible for providing a wide range of services to the school under the oversight of the Board of Trustees.

The school is governed by its Board of Trustees, which provides the school with strategic and fiduciary oversight, and helps ensure its adherence to its mission and its charter.

All meetings of the school's Board of Trustees and all committees of the board are open to the general public. A calendar of all scheduled board meetings is posted at the school and on the website as soon as it is available.

The Board currently comprises of the following members:

**Ellen Green, Chair**

**Mike Tobman, Vice Chair**

**Alice Li, Treasurer**

**Brian Tobin, Secretary**

**Stella Binkevich, Trustee**

**Valerie Khaytina, Trustee**

## School Information

## מידע על בית הספר

### School Leadership Team

### צוות הנהלת בית הספר

| <u>Name</u>              | <u>Title</u>                                   | <u>Email</u>                      |
|--------------------------|------------------------------------------------|-----------------------------------|
| Daniella Steinberg       | <i>Head of School</i>                          | dsteinberg@hlacharterschool.org   |
| Gerard Del Rosario       | <i>Director of Operations</i>                  | gdelrosario@hlacharterschool.org  |
| Sarah Scantlebury        | <i>Dean of Academics K-2</i>                   | sscantlebury@hlacharterschool.org |
| Vlada Shlyavas           | <i>Middle School Dean of Academics</i>         | vshlyavas@hlacharterschool.org    |
| Jason Sutton             | <i>Middle School Dean of Students</i>          | jsutton@hlacharterschool.org      |
| Carleasha Joseph         | <i>Dean of Culture for Grades K-2</i>          | cjoseph@hlacharterschool.org      |
| Kim Rivera               | <i>Dean of Culture for Grades 3-5</i>          | krivera@hlacharterschool.org      |
| Rachel Reyzy             | <i>Associate Dean of Hebrew For Grades K-4</i> | rreyzy@hlacharterschool.org       |
| Camila Mardechaiev       | <i>Associate Dean of Hebrew For Grades 5-8</i> | cmardechaiev@hlacharterschool.org |
| Chelsea Halpern          | <i>Dean of Student Support Services</i>        | chalpern@hlacharterschool.org     |
| Chrisalaxandra Gilthrise | <i>Dean of Academics for Special Education</i> | nhenig@hlacharterschool.org       |

### Hours of Operation

### שעות הפעילות

**Main Office Hours:** 7:30-4:30 (M-Th)  
7:30-3:30 (F)

**Breakfast is available:** 7:30-8:00 am

**Learning Begins:** 8:00 am

**Student Dismissal:** K-6- 3:30

7-8- 3:50

1:00 pm Dismissal Friday



## General Notes:

- September 3: First Day of School (half day)
- June 27: Last Day of School (half day)
- 3:30pm Dismissal Monday - Thursday, 1pm dismissal Friday

## School Closings

September 2: Labor Day  
October 3-4 : Rosh Hashanah  
October 14: Indigenous Peoples' Day  
November 1: Diwali  
November 11: Veterans Day  
November 28 - 29: Thanksgiving  
December 23 - January 1: Winter break  
January 2: Staff PD Day (No Students)  
January 20: MLK Day  
January 29: Lunar New Year  
February 17 - 21: Midwinter Break  
March 31: Eid-al-Fitr  
April 14 - 18: Spring Break  
May 26: Memorial Day  
June 6: Eid-al-Adha  
June 19: Juneteenth

## Half Days

September 3: First Day of School, Half Day for Students (in-person)  
November 21: Family Conferences, Half Day for Students (in-person)  
November 27: Day before Thanksgiving, Half Day for Students (in-person)  
February 13: Family Conferences, Half Day for Students (in-person)  
May 22: Family Conferences, Half Day for Students (in-person)  
June 26: Half Day for Students (in-person)  
June 27: Last Day of School, Half Day for students (in-person)

## Remote Days

None

## Blackout Days

August: 19-30  
September: 3-4  
October: 2, 7, 11, 15, 31  
November: 4, 8, 12, 21, 22, 27  
December: 2, 20  
January: 3, 17, 21, 28, 30  
February: 13-14, 24

March: 28

April: 1, 11, 21, 29-30

May: 7-8, 14, 22-23, 27

June: 5, 9, 18, 20, 26, 27

**Family Conferences (half day for students)**

November 21-22: Q1 Family Conferences

February 13-14: Q2 Family Conferences

May 22-23: Q3 Family Conferences (as requested by teachers)

## נוכחות, הגעה ושיחרור Attendance, Arrival and Dismissal

Attendance is a key indicator of both academic and social emotional growth for students. At HLA our goal is 95% attendance for each student. We ask that families partner with us to ensure regular, consistent attendance. This section defines attendance codes and provides parents with the necessary steps to report an absence to the school.

Please note that **ALL** absences are counted toward a student's overall attendance rate. This information is used for internal purposes in addition to state reporting, student records, and middle school/high school applications.

\*\*\*Religious Observance absences with documentation are the only exception, however days absent before or after a holiday will NOT be considered "Excused Absences"\*\*\*

Students are also considered absent if they do not report to their assigned location for alternative instruction in the event of an out-of-school suspension.

### Excused Absences

- Illness
- Bereavement or Death in the Family
- Religious Observances

**Note:** Excused absences are still counted as absences but are not counted for the purposes of school recognition or other awards, or eligibility for participation in sports or other activities.

### Unexcused Absences

- Absences without notice from a parent/guardian
- Absences which include notice from a parent/guardian, but do not meet the criteria listed above, including:
- Vacations or family trips
- Religious observance preceding or following a recognized holiday
- Failing to report to assigned class/location after arrival

### Reporting an Absence

If your child does not attend school for any reason, parents or guardians should notify the school to ensure that the school can communicate the absence to your child's teachers. Absences can be reported by calling 718-377-7200 or emailing [info@hlacharterschool.org](mailto:info@hlacharterschool.org) by 8:30AM to report the absence. Parents/Guardians are asked to include the following information:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Reason for Absence
  - *If absences are expected to be longer than one (1) school day, provide the dates student will be absent*
- Parent/Guardian preferred phone number

\*\*\*For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

### Correct and/or Update an Absence

If your child was recorded as having an "Unexcused Absence" and you wish to change this to an "Excused Absence" you may contact the school requesting a change to attendance.

Notify the Main Office of your child's absence in writing (email or handwritten note). Parents/Guardians are required to include the following information in order to update attendance:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Date(s) student was absent from
- Reason for Absence
- Parent/Guardian preferred phone number

\*\*\*For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

### School Actions Following an Absence

The school has put in place procedures for the recording of attendance data so that we can ensure that all of our students are fully accounted for and receiving the support that they need to be successful. Teachers take attendance once per day by 9:15 a.m. If/when your child is absent, the school will take the following steps:

1. First (1st) Absence: Phone calls/outreach is made via an automated phone call or school staff outreach to the guardian to confirm the absence.
2. Second (2nd) Consecutive Absence: the school will reach out to the parent/guardian via phone to check-in.
3. Third (3rd) Consecutive Absence: Parent/guardian will be contacted for each consecutive day of the child's absence as necessary to ensure students are set up for success when returning to school.

### Long Term Absences

We recognize that at times students experience long-term absences due to extended illness or extenuating circumstances. We use the New York State process for documenting and ensuring support for students who experience long-term absences through "Form 407: Attendance Follow-up and Outreach Referral" (Form 407). The circumstances under which a Form 407 report is generated are:

- (1) When a student has been absent for 10 consecutive days, 20 aggregate days over a 4 month period, or 8 consecutive days (if a Form 407 has already been submitted prior to the current absence);
- (2) Any time a child is discharged due to "Address Unknown." A second Form 407 will be generated if, after 30 days, the issue has not been resolved;
- (3) When a suspended student does not return following suspension;
- (4) When a district-assigned special education student does not enroll;
- (5) When a student has been excluded from school for lack of immunization; and
- (6) When the Head of School determines an investigation is required. Cases are followed up on by the Head of School or designee and monitored regularly.

A critical component of attendance is arrival to school, and class, on time. The school asks for family partnership in making sure that latenesses are minimized. If your child is expected to be late, parents are expected to communicate the lateness to the main office.

### Arrival Procedures and Expectations:

1. Doors will open to students at 7:30 each day. Students are expected to be physically present in their classes no later than 8:00.
2. Students who arrive to the building, or to their class later than 8:00 are considered late and marked as “Tardy” (T).
3. Student attendance records will reflect all “Tardy” codes used.
  - a. In determining lateness, yellow buses and major public transportation delays are taken into consideration.
4. In the event of multiple incidents of lateness, a guardian conference will be requested by the school.
5. In persistent cases of lateness, additional intervention may be sought by the school. This may require additional conferences to address the reasons for lateness and, provide the student with resources, and provide updates on progress.

### Reporting a Late Arrival

1. Notify the school of your child's absence by calling the Main Office at 718-377-7200 or emailing [info@hlacharterschool.org](mailto:info@hlacharterschool.org) by 8:00 to report the late arrival.  
Parents/Guardians are asked to include the following information in email communication:
  - a. Student(s) Name
  - b. Grade
  - c. Homeroom or Homeroom Teacher
  - d. Reason for Late Arrival
  - e. Parent/Guardian preferred phone number

\*\*\*Parents are **NOT** required to contact the school if the reason for lateness is due to bussing provided by the school.

The school discourages early pickup, as it takes away instructional time for students and can have a disruptive effect on classrooms. Early pickup is NOT permitted *after* 1:30 Monday-Thursday and 11:30 on Friday's except in specific cases of student illness. In the event of multiple instances of early pickup, a parent or guardian conference will be requested by the school, and potentially additional intervention may be sought.

### Requesting an Early Dismissal:

1. Inform the office in advance to pick their child/children up early by contacting the school at 718-377-7200 or [info@hlacharterschool.org](mailto:info@hlacharterschool.org). Parents/Guardians are asked to include the following information:
  - a. Student(s) Name
  - b. Grade
  - c. Homeroom or Homeroom Teacher
  - d. Reason for Late Arrival
  - e. Parent/Guardian preferred phone number
2. Parents, guardians or other adults designated on the emergency card arrives to sign a student out of school early.
  - a. The adult must present proper identification and sign in with security and at the Main Office.
  - b. The adult or guardian must sign the "sign out" book.
  - c. No guardian or adult is authorized to go to a classroom to pick up a child without approval from a school staff member.

### ***Students will not be permitted to leave the building if...***

- A. The adult present for early dismissal not listed as a parent, guardian, or emergency contact in our student information system
- B. The adult present for early dismissal not 18 years of age or older *and* listed as a parent, guardian, or emergency contact in our student information system
- C. The adult present for dismissal does not follow the steps outlined above, including presenting proper identification and signing in with school security or other designated school personnel

## Late Pickup

## איסוף מאוחר

Dismissal is at 3:30 for PK-6, 3:50 for 7-8 on Monday through Thursday, and 1:00 for all on Fridays. On a scheduled half-day of school, the school will have a 1:00 p.m. dismissal. In the event of multiple incidents of late pickup, a guardian conference will be requested by the school. In persistent cases of late pickup, additional intervention may be sought by the school. If your child will be picked up late, parents are asked to take the following steps to communicate with the school.

Parents or guardians must inform the office in advance to pick their child/children up early by contacting the school's main office at 718-377-7200 or [info@hlacharterschool.org](mailto:info@hlacharterschool.org).

Parents/Guardians are asked to include the following information:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Reason for Late Arrival
- Parent/Guardian preferred phone number

## Bussing and Transportation

## הסעות אוטובוסים

### Busing Eligibility

The school will help facilitate the transportation process, but the New York City Department of Education Office of Pupil Transportation (OPT) determines who is eligible for transportation assistance and will notify parents/guardians directly about student transportation. As a benchmark, students in grades K-3 are only eligible for full-fare transportation if the distance from their residence to school is 1 mile or more. If students in grades 3-6 live ½ mile to 1 mile from the school, they will receive a half-fare Metrocard and not be eligible for a school bus.

Note that if your child does use the bus service, the following guideline applies:

Your child must get on and off the bus at the same bus stop. The bus stop where your child is picked up in the morning must be the same bus stop that your child is dropped off at in the afternoon.



## **Bus Evacuations**

Bus evacuation drills are held twice a year as practice for emergency conditions on a school bus. Children are instructed in safety procedures for the bus and while waiting at bus stops.

## **Transportation for Special Education Students:**

State education law mandates that the city provide transportation for students whose special needs require it. Students receiving special education services who are mandated to receive specialized transportation on their most recent Individualized Education Program (IEP) are placed on bus routes to and from the school they attend. In addition, parents/guardians may request additional medical accommodations based on their child's individual needs, which may also affect the type of vehicle or route on which the student is placed. The type of transportation provided is determined by the student's IEP. A student with special needs eligibility for transportation is determined solely by the requirements of their IEP.

All of our students deserve to have a safe and peaceful ride to and from school. We appreciate our families' partnership in communicating this to their children.

## **Bus Behavior Expectations**

Safety is the main priority when students are riding the bus. In order to ensure that all bus riders arrive to and from school safely, we expect that students conduct themselves in accordance with the Department of Pupil Transportation Guidelines, as well as school student behavior expectations. We appreciate our families' partnership in communicating and reinforcing safe, positive behaviors on the bus.

- Follow all Department of Pupil Transportation rules and guidelines
- Follow the directions of bus drivers and bus matrons
- Remain seated with a seat belt buckled
- Speak at a low voice (voice level 1)
- Respect the personal space of all others riding the bus
- Demonstrate our OLAM values and be a Global Citizen when representing the school

We expect that all students will behave according to these rules and expectations. Students are subject to school-based consequences in addition to the loss of bus privileges. Riding the bus is a privilege, not a right.

When student misbehaviors are reported to school personnel, they will investigate all claims and provide students with an opportunity to respond. Decisions made about the length and severity of consequences assigned are done so as to maintain the dignity of all parties, while also ensuring that *all* students have the right physical and emotional safety on the bus.

| Behaviors and Student Code of Conduct Violations                                                                                                                                       | Range of Possible Consequences                                                                                 |                                                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                        | 1st Violation                                                                                                  | 2nd Violation                                                                                                                                                 | 3rd Violation                                                                                                                                      | 4th or More                                                                                                                                                    |
| <b>Violation of Groups 1-2 of the Student Code of Conduct</b><br><i>(Disruptive/ Disrespectful Behaviors)</i>                                                                          | - Written Warning to student and guardian                                                                      | - 2nd Written Notice to student and guardian<br><i>or</i><br>- Suspension from the bus for 1 week                                                             | - Suspension from the bus for 1 week<br><i>or</i><br>- Suspension from the bus for 2 weeks                                                         | - Suspension from the bus for 2 weeks<br><i>or</i><br>- Suspension from the bus for more than 2 weeks<br><i>or</i><br>- Bus privileges revoked for school year |
| <b>Violation of Groups 3-4 of the Student Code of Conduct</b><br><i>(Severely Disruptive, Unsafe, or continued disruptive behaviors)</i>                                               | - Written Warning to student and guardian                                                                      | - Written Warning to student and guardian<br><i>or</i><br>- Suspension from the bus for 1 week                                                                | - Suspension from the bus for 1 week<br><i>or</i><br>- Suspension from the bus for 2 weeks<br><i>or</i><br>- Suspension from the bus for 3-4 weeks | - Bus privileges revoked for school year                                                                                                                       |
| <b>Violation of Groups 5-6 of the Student Code of Conduct</b><br><i>(Extremely Disruptive, Unsafe or illegal behavior, or repeat violations of Student Code of Conduct groups 1-4)</i> | - Written Warning and Suspension from the bus for 1 week<br><i>or</i><br>- Suspension from the bus for 2 weeks | - Suspension from the bus for 2 weeks<br><i>or</i><br>- Suspension from the bus for more than 2 weeks<br><i>or</i><br>- Suspension from the bus for 3-4 weeks | - Suspension from the bus for 3-4 weeks<br><i>or</i><br>- Bus privileges revoked for school year                                                   | N/A                                                                                                                                                            |

## Overview

## כללי

Our school provides students with a rich program of study, including English Language Arts, Math, Modern Hebrew, Social Studies, Science, Israel Studies, Physical Education, Music, and Art. We have a significant focus on social and emotional learning. We also provide services designed to meet the needs of students with disabilities and students who are English language learners.

Our program is adapted to meet each student's learning needs through a mix of whole class, small group, and individualized learning.

### PreK

Our PreK program is a co-taught model, with one English speaking teacher and one Hebrew speaking teacher instructing the class together to ensure students are getting many opportunities to hear and speak Hebrew.

PreK uses Every Child Ready, an evidence-based, comprehensive instructional model. ECR has engaging thematic units anchored in a nurturing, intentional, inclusive, playful, model. Students experience centers, independent learning, whole group learning, small group learning, structured play, physical play, imaginative play, and read aloud every day. In addition, they have lunch, snack, recess, nap and Hebrew class. The ECR units include: Get Ready to Learn, Family & Community: Living and Working Together, Construction: Blueprint to Building, Color & Art: All the World's a Palette, Culture: Not all the Same, Not all Different, Healthy Bodies/Healthy Minds, Animal Kingdom: From Squeaks to Roars, All About Fossils and Dinosaurs, Our Earth, and Blast Off Into Space. Each unit incorporates reading, writing, art and music.

### English Language Arts (ELA)

Our ELA program focuses on developing students who have a love of reading, are analytic readers and writers, and can express themselves creatively and argumentatively through their writing.

### **Grades K-2 ELA and Social Studies**

In Kindergarten through 2nd grade, students study literacy through Expeditionary Learning and [Wilson Foundations](#). Students gain foundational skills through the Wilson Foundations program, which provides research-based materials and strategies for reading, spelling, and handwriting. Students work in small groups based on their current skill levels in their reading groups. Expeditionary Learning offers students the opportunity to engage in real world content that is developmentally appropriate for the primary years. The curriculum includes learning through

play, an emphasis on oral language development, daily work with rich, complex texts, and engagement through songs and poems.

### **Grades 3-8 ELA and Social Studies**

In grades 3-8 students study literacy through Expeditionary Learning and Close Reading for Meaning.

In Expeditionary Learning, students work on analytical reading and argumentative writing through Expeditionary Learning, which engages students with compelling, real-world content and builds equitable and inclusive learning opportunities for all students. Students read passages of text, analyze the texts, and respond to critical thinking prompts. The Expeditionary Learning units are interdisciplinary, combining literary, historical content, and current events in robust projects, readings, and writing assignments. Through this interdisciplinary approach standards come alive for students by connecting learning to real-world issues and needs.

Starting in 3rd grade, and continuing through 8th grade, students deeply study rich, complex texts in our Close Reading block. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas.

The MyWorld social studies curriculum, published by Pearson and taught across grades 6-8, uses a variety of integrated learning experiences to activate prior knowledge and help students understand “big ideas” as they relate to essential questions. Learning comes alive through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, provide reading and writing and involve collaboration and communication skills. Blending learning experiences includes an interactive student work-text and digital courseware. The curriculum is aligned with the New York standards for Social Studies and the Common Core.

### **Mathematics**

Our mathematics program focuses on creating young mathematicians who are problem solvers, have a solid foundation in number fluency, and can explain and justify their thinking as well as critique the reasoning of others.

### **Grades K-8**

The study of mathematics consists of the rigorous Eureka Math<sup>2</sup> program. Eureka Math<sup>2</sup> is aligned with the New York State Learning Standards, and the mathematical progressions are carefully sequenced into modules. In grades K-8, students study Math through A Story of Units that focuses on place value, fluency with addition and subtraction, fractions, and understanding multiplication and division. The curriculum modules are marked by an in-depth focus on fewer

topics. They entail rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. The Mathematical Practices are incorporated within each module.

In grades K-5, students also engage in Number Stories where they make sense of and grapple with word problems. Students are encouraged to use varied strategies to solve the problems, the students lead the discourse. This student-centered, inquiry-based approach to math focuses on developing flexible thinking. Increased sophistication and efficiency in solving math problems, and the ability to explain one's thinking, approach, and strategy in solving the problem.

## Modern Hebrew

Our school is part of a growing movement of linguistically diverse public charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic. At our school, Modern Hebrew is taught through the Proficiency-based Approach, which is considered the gold standard in world language classrooms. This approach emphasizes the development of a meaningful communication ability in the language.

Modern Hebrew is usually taught by native speakers, who only speak to their students in Hebrew. In just a short time, students are able to understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and are able to communicate in Hebrew in more sophisticated ways. Students engage in meaningful interactions in the language, developing their speaking and comprehension skills. As they reach a basic level of Hebrew speaking and listening skills they are introduced to reading and writing skills.

Similarly to enrichment provided in math and ELA, students are grouped on their language proficiency level and are provided with opportunities to communicate on various daily topics. Additional opportunities for students to engage in Hebrew throughout the day are provided during lunch, recess, morning meetings, and transitions. We also offer some after-school activities in Hebrew and include opportunities for families and alumni to participate in Hebrew lessons (based on a program developed by our sister school, Hatikvah International, in New Jersey).

As students learn Modern Hebrew, they also have the opportunity to learn about the culture and history of Israel, which provides a link to other subjects such as social studies, science, and the arts.

## Science

[Science Dimensions](#) is the program used for K-8 science. Qualified students in grade 8 take Living Environment, which ends with the regents exam and the potential to earn high school credits. Both programs are aligned with the transition of the New York State Science Learning

Standards to the [Next Generation Science Standards](#). The Next Generation Science Standards consist of three distinct and equally important dimensions to learning science that build a cohesive understanding of the subject. The three dimensions are:

- Practices that describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
- Crosscutting Concepts have application across all domains of science, linking the different domains of the subject. They include patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change.
- Disciplinary Core Ideas focuses on K-12 science curriculum, instruction, and assessments on the most important aspects of science.

### Israel Studies

Israel Studies will be implemented during Hebrew classes and specials regularly. Israel will be celebrated through school events, special workshops, and guest speakers. Students participate in hands-on experiences related to the history and geography of Israel throughout the school year, including specially designed lessons that teach Israel in a comparative perspective.

There is a yearly school-wide Israel Day celebration that is thematically organized, where staff and students come together to learn about Israel in an experiential way and to enjoy Israeli food, dance, songs, and other activities related to the culture, geography, and history of Israel. Israel is also woven into other subjects throughout the year and students have the opportunity to meet with visiting Israeli artists in residence. All Hebrew Public 8th-graders will have the opportunity to apply to participate in the Capstone trip to Israel as a culminating experience of their studies.

### The Arts

To access the full potential of arts education, the school provides focused instruction on particular art subjects, such as Music, and Visual Art, and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction is integrated into our music and arts education.

### Physical Education (PE)

Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of Physical Education (PE) and is developed through both partner and group

activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more.

### **Social and Emotional Learning - Overview and Responsive Classroom**

Integral to Hebrew Public's Mission of developing global citizens is the guiding principle of developing the whole child. Hebrew Public educators encourage the student's social/emotional development by implementing a welcoming, inclusive, and understanding school community. We achieve this through fostering staff mindsets and capacity to respond to student behaviors compassionately, restoratively, and equitably.

Social and Emotional Learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Self-awareness
- Self-management
- Social awareness
- Responsible decision-making
- Relationship skills

## Social and Emotional Learning

## חינוך חברתי ורגשי

Our goal is to support the development of emotional skills in a variety of ways. We administer a Social-Emotional Learning (SEL) Questionnaire that measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom. These surveys are designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools. In addition to social and emotional learning opportunities being integrated into classroom instruction, HLA provides students with differentiated support (advisory, mentoring); experiential learning opportunities, and involvement of students as collaborators in their learning. Responsive Classroom is a school-wide approach to how we build positive, engaging learning communities with our children.

### Morning Meeting and Advisory

Morning Meeting (K-5) and Advisory (6-8) are dedicated blocks of time each day to help students and staff build relationships and create a strong school/classroom culture. Students practice SEL skills and competencies through engaging activities, games, and sharing.

## Special Education Services

## שירותי חינוך מיוחד

The school seeks to serve all students in the least restrictive learning environment possible. We use an inclusion model for educating our students with special needs to ensure regular interaction among all students. Special education students are served outside of the classroom only when appropriate services cannot be provided in the regular classroom setting. Our teachers and support staff are mindful to ensure a positive learning and emotional environment for all our students, and to ensure that every student develops a sense of belonging with fellow students, teachers, and support staff.

All students, regardless of Special Education status, are welcomed at Hebrew Public. The school's continuum of special education services includes related service supports, the Integrated Co-Teaching model (ICT), and Special Education Teacher Support Services (SETSS). The ICT model involves a general education teacher and a special education teacher jointly providing instruction to a class that includes both students and students without disabilities to meet the diverse learning needs of all children in a class. In the SETSS program, the teacher, through small group instruction, ensures that a student receives individualized accommodations and modifications to support classroom instruction. The amount and frequency of support a student receives in each of these programs is stated in the student's Individualized Education Program (IEP). When a student enrolls with a special education mandate that we do not offer, our Leadership Team and Committee on Special Education along with support from our



Network Director of Special Education, will work to create and provide a specialized program which includes academic supports and related services supports. A member of the Leadership Team will reach out to the student's family to ensure they understand and agree with the plan for support we would offer their student. The team is also open to collaboration with the family in creating this plan.

In addition to academic support, we also offer related service supports for students who qualify for them. Based on the specific requirements of their IEPs, related services can include, but are not limited to, speech and language therapy, occupational therapy, physical therapy, and counseling. These related services support students in advancing appropriately toward their individual annual goals.

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## שירותים ללומדי השפה האנגלית      **Services for English Language Learner**

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ESOL (English for Speakers of Other Languages - also often referred to as ELL/MLL) is a program designed specifically to improve the language proficiency of students whose native language is not English. In addition to receiving academic instruction in reading, writing, speaking, and listening, the program strives to develop an appreciation of diverse cultures and languages.

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## **Homework Policy**

## **מדיניות שיעורי בית**

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Homework is a partnership between teachers, parents/guardians, and students. We strive to create assignments that are meaningful to the students' daily activities, and offer an opportunity to practice and deepen understanding. Your child will understand why they are completing certain tasks, as they will relate to the instruction they have already received. The amount of homework and expectations for submission differs by grade. Teachers will share specific homework policies with students and families at the beginning of each school year.

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## **Grading Policy**

## **מדיניות ציונים**

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The purpose of our grading policy is to ensure that students and families have frequent, formal feedback on their academic standing. We also know that a formal grade is only one type of feedback, and that targeted coaching, written feedback, and discussion are all essential components supporting students on their academic journeys.

The Hebrew Public grades for all core subjects are Assessments, Classwork, and Homework. As students become more independent in their ability to complete their assignments, their homework percentage increases, as noted below.

- K-2: Assessments 60%, Classwork 35%, Homework 5%
- 3-4: Assessments 60%, Classwork 30%, Homework 10%

- 5-8: Assessments 60%, Classwork 25%, Homework 15%

Families will receive information about how to view student grades through the Powerschool Parent Portal at the start of the year.

## Promotion and Retention

## קידום ושימור

When a child experiences difficulties gaining understanding in subject material, we will do whatever it takes to help them make gains. This can include meetings with you, providing extra help, and, if needed, recommending the child for additional services. If your child cannot meet certain key benchmarks of progress, retention (repeating a grade) may be a remedy.

All students are held to promotional criteria. In making determinations about a student's academic readiness for promotion, school staff look at a wide range of sources, including work samples, anecdotal records, teacher assessments and observations, attendance, social development, state assessments, and benchmark assessments.

For students who are struggling academically and potentially *not* on a path to meeting promotion standards (Promotion in Doubt), families will be notified in writing of possible retention. These students are strongly encouraged to attend summer school. A school team consisting of teachers, school leaders, and a social worker will meet to help plan support for these students. If students do not demonstrate improvement by the end of the school year as demonstrated on the spring and end of year assessments, the school team will review the student's progress to determine possible retention for the following school year. Special Education (IEP) students who have modified promotion criteria in their IEP will have this included as part of the team's student-by-student review. Parents or Guardians will be notified of retention decisions in June.

## Community & Guardian Relations      קשרי קהילה ואפטרופוסים

## Communication

## תקשורת

Communication between home and school is essential to support and encourage your child's success. We encourage parents and guardians to be actively engaged as partners with teachers in your child's learning. Among the specific ways the school communicates with parents or guardians are:

- Scheduled meetings with teachers or other school staff
  - Parent Square Communication
- Email communication with teachers or other school staff

- “Backpack” guardian notifications
- Head of School Newsletter
- Automated Message service to inform about events and school closings, etc.
- School website
- Parent Teacher Organization ( PTO) meetings and activities
- Individual family conferences with teachers to review your child’s progress three times per year

We are committed to being responsive to student and family concerns. It is always our goal to start at the classroom level with the teacher first. If the teacher cannot resolve the issue with the child or the guardian, then please bring your concern to our Main Office by calling 718-377-7200. If an issue can’t be resolved, the Head of School will assist you in bringing the matter to Hebrew Public.

### **Closing due to inclement weather**

The regular school schedule must be suspended during severe weather because of hazardous conditions. When there is an authorized school closing or delayed school opening, all field trips, after-school programs, and bus transportation will be canceled. **The school will follow the NYC Department of Education's determination for specific dates of school building closings and arrival time delays.** Please access the NYC Department of Education website ([www.schools.nyc.gov](http://www.schools.nyc.gov)) for any updates regarding school building closings or arrival time delays during inclement weather.

In the event that in-person instruction cannot be provided due to inclement weather (Snow Day), all Hebrew Public schools will have remote instruction and our school buildings will be closed. We expect this remote instruction to include at least 2 hours of live instruction. By offering remote instruction on Snow Days, the school will not need to extend its calendar to meet its required number of school days.

Please keep in mind the following regarding Snow Day determination:

- Snow Days are days during which the school buildings are closed due to emergency conditions caused by snowfall or otherwise unsafe winter weather conditions.
- Hebrew Public will be informed by decisions made by local education authorities (NYCDOE) to determine if a day will be a Snow Day, but may decide to call a Snow Day when these authorities do not or may decide to continue on-site instruction.

### **Automated Message**

The school will send an automated message regarding any closings. The school will also use automated phone messages to contact guardians regarding important events such as workshops, class trips, or delays in busing. Please take the time to listen to these messages as they are directly related to your child's learning experience.

It is the responsibility of the guardian to monitor news reports via radio stations, television stations, and the 311 citywide telephone services regarding any school closings due to inclement weather or emergencies. Please access the following sources to receive up-to-date information about school closings and delays:

### **Radio Stations**

WINS (1010 AM), WCBS (880 AM), WABC (770 AM), WLIB (1190 AM), WADO (1280 AM), WBLS (107.5 FM), WNYE (91.5 FM).

**Television Stations**

WCBS (Channel 2), WNBC (Channel 4), WNYW (Fox Channel 5), WABC (Channel 7), WNYE (Channel 25), Univision Channel 41, and NY1 (Channel 1).

**Telephone Notification**

Please call the citywide telephone service at 311.

**Internet Notification**

Please access the NYC Department of Education website ([www.schools.nyc.gov](http://www.schools.nyc.gov)) for updates regarding school closing during inclement weather. The school's website <https://hlacharterschool.org/> will have information about the school calendar and scheduled closings.

## תקשורת במהלך יום הלימודים      Communication during the School Day

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Please see [Student Cell Phone Policy](#) for additional information on student use of cell phones during the school day.

## ביקורים בבית הספר      Visitors to the School

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To maintain safety and security, only authorized visitors, including parents and guardians, are allowed in the school. All visitors must be announced, sign in at the security desk, and show valid identification. Visitors must have a pre scheduled appointment with a member of the school team in order to enter during the school day. All visitors must sign in with the appropriate registry book once the purpose of their visit is identified. Unless the staff has planned visits in their schedules, the presence of visitors may cause unwarranted disruption in student learning and school activities. The school will inform parents or guardians from time to time throughout the year of special classroom and school-wide events where we will invite families to visit.

HLA requires parents/guardians to interact with students, staff, and one another in alignment with our school values. As such, in situations where those values are violated, disciplinary action will be taken.

Such situations include:

- Verbal or physical threats to another parent, student, staff member, or the school at-large
- Harassing or belligerent behavior towards any member of the school community
- Engaging in profane, obscene, abusive, or intolerant behavior
- Ignoring staff safety directions during arrival and dismissal
- Entering the school facility without authorization (outlined in the school visitor policy)
- Other conduct which is disruptive to the orderly operations of the school

In all situations, staff will initially attempt to de-escalate or redirect verbally. If the inappropriate conduct continues, violators will be subject to consequences as determined by school leadership, including restrictions on an individual's right to be present on school grounds and/or at school events, or to interact with school staff. Restrictions may be temporary or permanent based on the severity of the conduct.

If a parent or guardian violates school values as mentioned above, the parent or guardian will be temporarily banned from the facility for a period of one to four weeks as determined by School Leadership. Individuals subject to a ban will not be permitted to interact in person with students, staff, or other families at school or at school-sponsored events.

Illegal conduct, including repeated violations of this policy, will not be tolerated and law enforcement will be contacted.

Parents or guardians will be notified of the consequences of violating school values as determined by School Leadership via phone and letter.

The maintenance of safety and good order is the collective responsibility of all school staff, parents/guardians, students, and agencies such as the NYPD and the NYCDOE Division of Safety. To help ensure safety, the school has the following policies and practices:

### Security

The school has full-time security personnel. We request that visitors and family members be respectful of security personnel and follow their directions.

### Personal Belongings

In the interest of safety and security, the school reserves the right to search all bags and containers brought onto school premises, at any time. Please note that no child should bring toys or electronic games to use at school or on the bus. Students who bring these items to school are subject to having the teacher take them to be returned directly to the guardian at the end of the school day. Repeated behavior of bringing these items to school will result in disciplinary action for students. The school is not responsible for breakage, loss, or theft of such personal belongings in school or on the school bus.

### Fire Drill/Evacuation Procedures

The school conducts fire and other emergency drills in accordance with applicable state and local laws. All staff and students are expected to participate in such drills, as building and safety personnel require. Fire Drills are held eight (8) times during the school year.

### Safety Plan

The school has filed the school safety plan with the NYS Education Department. A public copy is on file in the Main Office.



## Transition Plan

## תוכנית מעבר לבית ספר אחר

Our school is a public school of choice, for both application and withdrawal. At any time, a guardian may wish to transition their child to a different school. A guardian wishing to withdraw his/her child from the school will be asked to complete a Request for Student Withdrawal Form. School personnel will offer to meet with the family and discuss their reasons for withdrawing from the school as well as to seek solutions to any concerns that arise from these discussions. If the parents or guardians still wish to transition their child to another school, school staff will make every reasonable effort to help the student find a school that better serves the family's desires. The school will ensure the timely transfer of any necessary school records to the student's new school.

## Parent Concerns and Complaints Process

## הגשת תלונות ודאגות

Charter schools are publicly funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit Board of Trustees that may include educators, community members, and leaders from the private sector. Charters have freedom to establish their own policies, design their own educational programs, and manage their human and financial resources.

The [NYS Charter Schools Act](#) provides that a guardian (as well as any other individual) who believes that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief.

**If you believe that our school has violated a term of its charter or has violated applicable law, please follow the steps below.**

### Process for Filing a Complaint

#### **Step 1: Familiarize yourself with the school's guidelines and policies.**

Begin by familiarizing yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, this handbook and school-issued memorandums. Determine whether or not the school's actions related to your complaint fall within the school's policies.

#### **Step 2: Reach out to your child's classroom teacher.**

If the concern can be addressed by the classroom teacher, this is an important step in resolving your complaint.

**Step 3: Reach out to the appropriate leadership team member(s).**

If your concern is not addressed to your satisfaction by the teacher, reach out to the leadership team member that oversees the area of your concern by visiting the staff directory on the school's website.

If your concern is not resolved by reaching out to the appropriate team member, please proceed to Step 4.

**Step 4: Reach out to the Main Office directly**

If your concern is not addressed adequately by the individuals above, please reach out to the Head of School.

**Step 5: Reach out to the Chief Schools Officer of Hebrew Public**

If you are unsatisfied with the Head of School's decision or handling of a situation, reach out to Emily Fernandez, Chief Schools Officer for Hebrew Public, the school's Charter Management Organization at [issues@hebrewpublic.org](mailto:issues@hebrewpublic.org).

**Step 6: Appeal to the School's Board of Trustees**

If after contacting the Chief Schools Officer you are still not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees in writing. Please direct all concerns to [issues@hebrewpublic.org](mailto:issues@hebrewpublic.org). The Board of Trustees meets publicly on a regular basis and will respond in a timely fashion to acknowledge the receipt of the complaint and indicate the next steps in their addressing of the concern.

**Step 7: Appeal to the NYC Department of Education**

If after going through the above steps, you are still not satisfied with the complaint outcome, you may contact the NYC Department of Education as a final escalation point using this contact information:

*Charter School Office*

New York State Education Department

89 Washington Avenue, Room 5N Mezzanine

Albany, New York 12234

Phone: 518- 474-1762

Or via email to [CharterSchools@nysed.gov](mailto:CharterSchools@nysed.gov) (Subject line should include the name of the school and the word "Complaint")

We encourage regular and frequent feedback from parents or guardians so that we can make ongoing enhancements to the school's learning environment. You may contact the Main Office at any time to discuss any of your concerns. If you would like to meet with the Head of School, please contact our Main Office to schedule a meeting. Please communicate directly with your child's teacher about his or her instructional program. Parents also have the opportunity to provide feedback in the NYC Learning Environment Survey.

## קוד התנהגות ונהלי משמעת Discipline Policies & Code of Conduct

### Discipline Overview

Hebrew Public Charter schools set high standards for student behavior. All students have rights, and responsibilities – to classmates, teachers, and school. When behavior concerns are recognized, the guidelines below provide objective guidance that the schools will use as their approach to these concerns. Hebrew Public staff have a shared commitment to:

- Ensuring the right of all students to learn in a safe environment;
- Using and participating in consistent, school-wide prevention and intervention, focusing on instruction and restorative practices;
- Promoting shared responsibility throughout the school by means of problem-solving and collaborative conversations;
- Acknowledging and honoring individual student's identities and developmental needs;
- Seeking to model, teach, and reinforce students' and adults' social-emotional learning (self-management, self-awareness, social awareness, relationship skills, and responsible decision making) and;
- Involving a cooperative and collaborative effort among students, parents or guardians, and staff.

### Restorative Approach to Discipline:

Hebrew Public works with staff, students, and families to take a restorative approach to discipline. This allows students the opportunity to reflect on their actions and repair harm to the school community. Restorative interventions may be an alternative to punitive consequences or may be assigned in conjunction with a punitive consequence(s).

#### *Examples of Restorative practices:*

- One-on-one conference with staff
- Written reflections
- Service learning projects
- Peace circles
- Peer conferencing
- Community meetings
- Ongoing small group interventions

### Assignment of Consequences based on Code of Conduct Violations:

When interventions or restorative approaches to student behaviors are attempted and the student's behaviors affect the safety or learning environment of others, additional consequences may be assigned by school personnel. Assigning consequences is the least desired option for Hebrew Public but may be necessary based on the severity or repetition of behaviors outlined in the Code of Conduct.

In determining the appropriate consequence, school personnel will take the following steps:

- **Redirect** student behavior if possible to de-escalate the student and the exhibited behavior.
- **Intervene** to minimize disruption and/or potentially dangerous behaviors, resolve conflict, and minimize the loss of instructional time.
- **Gather information** from students, staff, and others who potentially witnessed behavior(s). (This may include the use of internal security footage and/or footage or evidence provided to staff through electronic means.) When potentially dangerous behaviors (Level 5 or 6) are reported, the designated staff member may begin gathering information by removing students from their designated educational setting.
- **Objectively analyze** all of the information gathered, while factoring in information such as the student's age, the context in which the incident occurred, intent, services received by the student, and any additional relevant or extenuating circumstances.
- **Determine** the appropriate consequence based on information gathered regarding the reported incident, as well as previous consequences assigned for similar or repetitive behaviors.
- **Communicate** the findings of the information gathered and inform the student and family of the assigned consequence (please see appeals process below).

### Definition of Consequences:

- Reprimand. A documented verbal warning to students followed up by a parent or guardian notification.
- Family Conference. A conference about behavior with an administrator, parent or guardian, and possibly the student.
- Loss of Privilege. Loss of the ability to participate in and/or attend any extracurricular activity/event or field trip that isn't academically required/related.
- Extracurricular Activity Suspension. Suspension from extracurriculars, including rehearsals, contests, and/or performances. In addition to these consequences, students are also subject to school discipline.
- Community Repair. An alternative to punitive consequences. The dean may assign the student to repair harm to the school community through a service-oriented approach.
- Intervention plan. An intervention plan will be created as a result of an assessment of a student's behavioral concerns and/or behavioral patterns. This plan will be created via a multidisciplinary team in conjunction with the student and the student's guardian(s). The intervention plan will include identification of current and previous strengths, specific concerns that impede educational progress, multi-tiered systems of support and interventions, goals, and progress monitoring.
- Reflection Time. An assignment of 30-45 minutes in a supervised area before or after school or during lunch or recess period.
- Suspension. A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.
- Long-term Suspension & Expulsion. A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

## Code of Conduct

The school has adopted a Code of Conduct that is described in detail below. It includes four levels of violations and a range of potential consequences for these different levels. While the list of violations makes every effort to be comprehensive, the School reserves the right to address under this Code student misbehavior that is of a level of seriousness equivalent to those in the Code, and is substantially similar to other code violations, even where not specifically listed. A disciplinary violation can be addressed under the school's Code of Conduct while the student is:

- at school and/or on school grounds
- participating in school-sponsored activities
- walking to or from school or a school-sponsored activity
- walking to or from or waiting for school transportation
- riding on school transportation (for example, the school bus)
- riding on public transportation while on the way to or from school or to or from a school-sponsored activity

The school may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, has a substantial impact on other students or staff or members of the school community.

### Group I

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Range of interventions and/or consequences                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I-A:</b> Excessive noise in the hall or building causing interruption to the learning or others<br><b>I-B:</b> Leaving the classroom without permission<br><b>I-C:</b> Engaging in any behavior that is disruptive to the orderly process of classroom instruction<br><b>I-D:</b> Loitering, or occupying an unauthorized place in the school or on school grounds<br><b>I-E:</b> Failing to attend class without a valid excuse<br><b>I-F:</b> Persistent tardiness to school or class (3 or more incidents per semester)<br><b>I-G:</b> Use of the school's network for the purpose of accessing non-educational materials, such as games and other inappropriate materials<br><b>I-H:</b> Posting or distributing unauthorized written materials on school grounds | <ul style="list-style-type: none"><li>• Family Conference</li><li>• Loss of Privilege</li><li>• Extracurricular Activity Suspension</li><li>• Community Repair</li><li>• Intervention Plan</li><li>• Detention</li></ul> |

### Group 2

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Range of interventions and/or consequences                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2-A:</b> Leaving the school without permission</p> <p><b>2-B:</b> Plagiarizing, cheating, and/or copying the work of another student or other source</p> <p><b>2-C:</b> Initiating or participating in any unacceptable minor physical actions (horseplay, play-fighting)</p> <p><b>2-D:</b> Failing to abide by school rules and regulations not otherwise listed (uniform violations, etc.)</p> <p><b>2-E:</b> Use of profane, obscene, indecent, immoral, or offensive language or gestures</p> <p><b>2-F:</b> Repeated disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities</p> <p><b>2-G:</b> Unauthorized use or possession of cellular telephones or other technology devices</p> | <ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> <li>• Suspension</li> </ul> |

### Group 3

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Range of interventions and/or consequences                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3-A:</b> Use of profane, obscene, indecent, immoral, or offensive language or gestures directed at students, staff, or visitors</p> <p><b>3-B:</b> Disruptive behavior on the school bus</p> <p><b>3-C:</b> Fighting – acts of physical contact between two people with intent to harm, no injuries result</p> <p><b>3-D:</b> Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression, or disability</p> <p><b>3-E:</b> Second or more documented violation of a Group 1 or 2 behavior category</p> <p><b>3-F:</b> Forgery – false and fraudulent making or altering of a document pertaining to student information, or falsely representing any document on school letterhead/branding</p> <p><b>3-G:</b> Second or more documented act of plagiarizing, cheating, and/or copying the work of another student or other source</p> <p><b>3-H:</b> Overt display of gang affiliation</p> <p><b>3-K:</b> Bullying behaviors – conduct directed toward a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities</p> | <ul style="list-style-type: none"> <li>• Family Conference</li> <li>• Loss of Privilege</li> <li>• Extracurricular Activity Suspension</li> <li>• Community Repair</li> <li>• Intervention Plan</li> <li>• Detention</li> <li>• Suspension</li> </ul> |

### Group 4

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Range of interventions and/or consequences                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4-A:</b> False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p><b>4-B:</b> Obtaining money, goods, or services through means of coercion or intimidation</p> <p><b>4-C:</b> Threatening behaviors – any written, verbal, or physical action which may cause others to expect an immediate physical altercation</p> <p><b>4-D:</b> Purposeful or malicious destruction of others' property (including school property) up to \$100</p> <p><b>4-E:</b> Fighting – physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury</p> <p><b>4-F:</b> Unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150</p> <p><b>4-G:</b> Any extreme behavior not otherwise defined in Groups 1-4 of this SCC that very seriously disrupts the educational process</p> <p><b>4-H:</b> Initiating or participating in inappropriate physical contact with school personnel, with no intent to harm school personnel</p> <p><b>4-J:</b> Possession or use (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, e-cigarettes, vaporizers, matches, or cigarette lighters</p> | <ul style="list-style-type: none"> <li>● Family Conference</li> <li>● Loss of Privilege</li> <li>● Extracurricular Activity Suspension</li> <li>● Community Repair</li> <li>● Intervention Plan</li> <li>● Detention</li> <li>● Suspension</li> <li>● Long-Term Suspension &amp; Expulsion</li> </ul> |



### Group 5

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Range of interventions and/or consequences                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>5-A:</b> Intentional use of force against school staff, personnel, and/or visitors which results in harm or injury</p> <p><b>5-B:</b> Engaging in or attempting any illegal behavior which interferes with the school's educational process</p> <p><b>5-C:</b> Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p><b>5-D:</b> Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p><b>5-E:</b> Use of intimidation, credible threats of violence, coercion, or persistent severe bullying.<br/>Intimidation is a behavior that prevents or discourages another student from exercising his/her right to education</p> <p><b>5-F:</b> Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity</p> <p><b>2</b></p> <p><b>5-H:</b> Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p><b>5-J:</b> Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others</p> <p><b>5-K:</b> Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500</p> <p><b>5-L:</b> Inappropriate consensual sexual activity</p> <p><b>5-M:</b> Use or possession of alcohol in school or at, before, or after a school-related function</p> <p><b>5-N:</b> Gang activity or overt displays of gang affiliation</p> | <ul style="list-style-type: none"> <li>● Family Conference</li> <li>● Loss of Privilege</li> <li>● Extracurricular Activity Suspension</li> <li>● Community Repair</li> <li>● Intervention Plan</li> <li>● Detention</li> <li>● Suspension</li> <li>● Long-Term Suspension &amp; Expulsion</li> </ul> |

## Group 6

| Infraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Range of interventions and/or consequences                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p><b>6-A:</b> Use, possession, and/or concealment of a firearm/destructive device or other weapons or “look-alikes” of weapons</p> <p><b>6-B:</b> Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p><b>6-C:</b> Bomb threat – a false indication that a bomb, or other explosives of any nature, is concealed in a place that would endanger human life if activated</p> <p><b>6-D:</b> Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p> <p><b>6-E:</b> Robbery – taking personal property in the possession of another by the use of force or by threatening the imminent use of force</p> <p><b>6-F:</b> Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p> <p><b>6-G:</b> Use or possession of alcohol in school or at, before, or after a school-related function</p> <p><b>6-H:</b> Sex acts which include the use of force</p> <p><b>6-J:</b> Battery that causes great harm, is done by a person who conceals his/her identity, or aiding and abetting in the commission of such battery</p> <p><b>6-H:</b> Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p> | <ul style="list-style-type: none"> <li>• Short Term Suspension</li> <li>• Long-Term Suspension &amp; Expulsion</li> </ul> |

*Please note that behavior violations in Level 5 and 6 typically involve serious and potentially illegal incidents of misbehavior. These violations may result in more severe consequences such as short-term suspension, long-term suspension, or expulsion. School officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the school and its students and staff.*

## Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free schools Act of 1994 (as amended). “Weapon,” as used in this law means a “firearm,” as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition: (a) Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and a half inches or more in length fall within this definition; (b) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) The frame or receiver of any weapon described above; (d) Any firearm muffler or firearm silencer; (e) Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Head of School shall refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head of School shall refer any student 16 years of age or older or a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials.

## **נהלים ודרגות השעייה** Levels of Suspension & Due Process Procedures

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### **Short-Term Suspension**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.

The Head of School may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her; and if the student denies the charges, provide an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardians in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by email, personal delivery or express mail delivery within 24 hours at the last known address(es) of the guardian. Where possible, the notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians.

The parents or guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be challenged by the guardian in accordance with the school's complaint policy.

### **Long-Term Suspension & Expulsion**

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student's guardian(s) in writing. Written notice shall be provided by email, personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, the notification also shall be provided by telephone if the school has been provided with a contact telephone number for the guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Head of School initiates the suspension proceeding, he or she shall designate a hearing officer to conduct the hearing. The Head of School shall accept the Hearing Officer's findings of fact, but shall reserve the right to impose a different consequence or consequences than that recommended by the Hearing Officer, provided such consequences are consistent with the School code and applicable law. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the guardian through an appeal to the Board of Trustees. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion (for example, an assault upon the Head of School), the Head of School shall appoint a designee to handle any investigation, hearing, and determination.

### **Provision of Services During Removal**

The school will ensure that alternative educational services are provided to a student who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, a daily minimum of two hours of alternative instruction shall be provided by the School. For a student who has been expelled, alternative instruction will be provided in like manner as that for a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instructions will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the

school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal No Child Left Behind Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

## **Student Disciplinary Records**

The school will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The school will comply with the New York State Department of Education's data collection requirements for disciplinary data and submit that information to NYSED by required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA), which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's apostrophe school records by submitting a written request to the Head of School. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

## **Disciplinary Policies for Students with Special Needs**

In addition to the discipline procedures applicable to all students, the school shall implement the following disciplinary policy procedures with respect to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. {Insert School Name} shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's Code of Conduct and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's guardians (s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's guardian must be provided with a written notice, and a follow-up telephone call if possible, within 24 hours of the incident leading up to the suspension, which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must receive a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Head of School or his or her designee at which the student will have a right

to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, the notification must also be provided by telephone. In addition, the school must provide the student with the option of alternative education during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Head of School.

The school shall maintain written records of all incident reports, suspensions, and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The school will also provide a copy of this documentation to its Committee on Special Education.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

A student with a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of five days.

Also, the school will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:



1. Convene a CSE meeting within 10 school days to make a manifestation determination.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent or guardian with a copy of their procedural due process rights.
4. Work closely with the CSE of the student's district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

### **Provision of Services During Removal of a Student With a Disability**

Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During any removal for weapon, drug, or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2), and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

For individual suspensions that exceed 10 days or multiple suspensions that total a minimum of ten days suspended, please see additional context in the Due Process section below.

### **CSE Meetings**

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than 10 school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will be invited to attend all meetings regarding the student initiated by the CSE from the student's home district.

If a student consistently struggles to access their school environment safely, as evidenced by suspensions and/or disciplinary action because of unsafe behavior, the school will work with the CSE to amend the IEP to include modifications and accommodations that would better support a student in successfully accessing their educational environment. Examples of these supports

include but are not limited to; creation of a behavior intervention plan, creation of an incentive chart, scheduled breaks, additional processing time, and checks for understanding.

### Due Process

If discipline that would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parent or guardian of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

If it is determined that the student's behavior **was not** a manifestation of his/her disability, the disciplinary removal may be imposed. The following additional steps must be taken:

At the next school-based CSE meeting, the CSE must determine whether the student's behavior necessitates conducting an FBA and/or developing or reviewing a BIP. If the student requires an FBA, one must be conducted, and a decision must be made as to whether the student requires a BIP. If the student requires a BIP, it must be developed and implemented immediately. If the student already has a BIP, it must be reviewed to determine if a new FBA is needed to gather new data or if changes need to be made to the BIP.

Regardless of whether the behavior is found to be a manifestation of the student's disability, if any member of the MDR Team determines that the educational or related service needs of the student warrant a change in the student's program or a reevaluation of the student, the member must submit a request for an evaluation, an IEP review immediately following completion of the MDR.

If it is determined that the student's behavior **was** a manifestation of his/her disability, the disciplinary removal may not be imposed and the student must return to school immediately. The following steps must also be taken if the MDR Team concludes that the action is a manifestation:

- For a student with an IEP, if the student does not already have an FBA (Functional Behavior Assessment), an FBA must be conducted and, if appropriate, a BIP must be developed and implemented immediately.
- For a student with an IEP, if an FBA has already been conducted, the FBA must be reviewed to determine whether a new FBA is needed and whether a BIP should be created. If a BIP has already been developed, it must be reviewed and modified as

necessary to address the behavior that resulted in the removal.

Parents or guardians may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the school agree otherwise.

### **Prohibition on Corporal Punishment**

No employee or agent of the school shall inflict corporal punishment upon a student as a penalty for unacceptable conduct. The term “corporal punishment” means any act of physical force upon a student for the purpose of punishing that student. The term does not mean the use of reasonable physical force by a teacher or staff member to protect himself or herself from physical injury; to protect another person from physical injury; to protect property; or to restrain or remove a student whose behavior is interfering with school functions, provided that alternative methods not involving the use of physical force cannot reasonably be employed.

### **Searches**

The school reserves the right to conduct occasional searches of school property (including desks and lockers) and students’ personal possessions to protect the safety of students and staff and to enforce school rules and all applicable laws and regulations.

The Head of School or designee may conduct searches of students and their belongings if there is a reasonable suspicion that the search will result in evidence that the student violated school policy or the Code of Conduct. Before conducting a search, the school will question the student regarding whether he/she possesses physical evidence indicating that he/she violated school policy or the Code; and attempt to obtain voluntary consent to the search from the student. If consent is not obtained, but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought.

Given the intrusive nature of a search that requires a student to remove any clothing other than outer clothing, the Head of School will notify law enforcement if such a search is necessary unless the school had evidence that failure to conduct an immediate search would pose an imminent danger to health or safety. Students will be present when their possessions are

searched, if possible.

## Parent/Guardian Behavior

HLA requires parents/guardians to interact with students, staff, and one another in alignment with our school values. As such, in situations where those values are violated, disciplinary action will be taken.

Such situations include:

- Verbal or physical threats to another parent, student, staff member, or the school at large
- Verbal or physical altercation on campus or at a school bus stop
- Ignoring staff safety directions during arrival and dismissal, including pulling car past physical barricades
- Entering the facility by means other than outlined in the school visitor policy
- Other situations deemed as threats by the school's Leadership Team.

If a parent or guardian violates school values as mentioned above, the parent or guardian will be temporarily banned from the school facility for a period of one to four weeks as determined by School Leadership. During the ban, the parent or guardian will not be permitted on campus or to interact in person with students, staff, or other families. The HLA team will work with the parent to make alternative arrival and dismissal arrangements to limit interaction with students, staff, and other families.

Parents or guardians will be notified of the consequences of violating school values as determined by the school leadership team via phone and letter.

### School Uniforms

### תלבושת בית הספר

Building a community and developing a sense of belonging is the foundation for academic success. To that end, when we are in-person, our dress code enables us to create school unity, pride, and equity. As with any policy, we will uphold the expectations in our dress code with all students every day. We ask that families partner with us in doing so.

Our full dress code for the 2024-2025 can be found using this link:

[Dress Code 2024-2025](#)

We have expanded our clothing options to allow for more choice and variety which will help with availability and compliance. All students in grades K-8 will be allowed to wear navy or khaki bottoms. Additionally, we will now allow hoodies that are solid navy, light blue, or white and have no words or logos on them.

We are introducing a new "Birthday Dress Down Day" which encourages students to dress out of uniform on their birthdays if they so choose, we only ask that their clothing choices are safe and appropriate. Please see below for more details of this special policy, that will help us to celebrate your children on their special day.

## Student Cell Phone Policy

## מדיניות טלפונים סלולרים

HLA recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. In order to keep the focus on academics and to reduce unnecessary distractions, students in grades 4-8 will turn their devices off and place them in the cell phone lock box in their classroom. The Deans of Culture will hold the lock boxes in their office. At dismissal, the lock box will be returned to the classroom.

Students are not permitted to bring the following electronic items to school:

“Smart” watches, and other similar computing devices (“computing devices”); and  
Portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS

If a student violates our cell phone policy, the following consequences may be issued:

1st offense: Will result in the Dean of Culture confiscating the phone and it will be returned to them at the end of the day.

2nd offense: The student’s phone will be taken and the parent/guardian will need to come pick it up from the school.

3rd offense: A meeting with the parent/guardian with the Dean of Culture. The student’s cell phone must be turned in to the Dean of Culture daily.

Since cell phones are returned to students before dismissal, it’s important to remember that cell phone use is prohibited at all times in the school building. Students who are waiting to board the bus may not use their cell phone until they are out of the building.

## School Supplies

## ציוד לבית הספר

A supply list is sent home in August and posted on the school website. Please review it and have your child bring all supplies on the first day of school. These supplies are compiled across the school. We are grateful for your partnership in supporting our school community.

## Field Trips

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate in field trips since they are curriculum-based. These trips occur during the school day. General requirements for field trips:

- A. Written permission is required for all field trips to sites other than the school property.
- B. Generally, the Walking Trip Permission form is signed at the beginning of the school year and covers all walking trips.
- C. Permission Slips for trips throughout the year will be issued for each trip. Guardians must be informed as to the activities involved in the trip.
- D. **No child will leave school premises on a trip without the school having obtained express written permission from the guardian.**
- E. Vehicular seat belts must be worn on all field trips.

Your child's teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you adhere to the following:

- A. You may not bring your other children with you.
- B. You assist the teacher in charge on the trip.
- C. You supervise a small group of students.
- D. You should not post on personal social media photos of children other than your own child.

The school reserves the right to select chaperone volunteers at its discretion.

## Internet Usage, Email and Social Media שימוש באינטרנט, אימייל ורשתות חברתיות

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### Internet usage

Hebrew Public charter schools are not liable for the actions of anyone connecting to the Internet; all users shall assume full liability, legal, financial or otherwise, for their actions. Further, each school takes no responsibility for any information or materials transferred through the Internet and makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The school is not liable for any loss or corruption of data while users are on the Internet. The school reserves the right to examine all data stored in the computers with Internet capability to ensure that all users are in compliance with all applicable rules and regulations.

## Inappropriate Internet use

The following uses of the Internet are unacceptable:

- Use for activities unrelated to the school
- Use in violation of federal, state, or local laws, including sending or receiving copyrighted material without permission
- Commercial use
- Sending patently harassing, intimidating, abusive, or offensive material to or about others, in messages public or private
- Sending chain letters or pyramid schemes, “broadcasting” inappropriate messages to lists or individuals, and any other use that would congest the Internet or otherwise interfere with the work of others
- Sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Vandalizing, defined as any deliberate attempt to change files not belonging to the user or to harm or destroy the work, systems, or data of another user, including uploading or creating computer viruses
- Engaging in the illegal distribution of software (“pirating”)
- Knowingly using another person’s password, misrepresenting one’s identity, or giving one’s own password to others
- Failing, when downloading information, to comply with any associated terms or conditions specified by the supplier of that information
- Expressing personal views or opinions and failing to identify them as one’s own and not those of the school
- Circumventing security measures on school or remote computers or networks



## Social media

Social networking has become an integral part of many lives, and we recognize and respect the value of such outlets for receiving and sharing information and developing personal and professional connections. Whether to permit a child to access social media is a family decision, but most social media sites prohibit those younger than 13 from participating and students may not connect with any such sites at school. Should your student engage in social networking outside of school, he or she should espouse the same values and behaviors online as offline in the school building:

- Be a friend not a bully, and keep things positive
- Be honest
- Accept responsibility for mistakes and try to make them right
- Remember that quality matters and it is difficult if not impossible to erase an online footprint fully
- Think about the consequences of your actions, including your posts. All members of the school community are asked to abide by the following guidelines in the use of social media:
  - Be clear that you are speaking for yourself, and not on behalf of the school
  - Respect copyright, fair use, and other disclosure laws
  - Use respectful language, and be careful to avoid language that could be viewed as insulting by readers
  - Do not share confidential or proprietary information of the school
  - Do not share any information about students, including photographs, contact information, names of family members, or anything else specific to any student enrolled in the network
- Do not disparage the school or the school community

## General Protections

Staff members are not permitted to “friend” or “follow” students via social media.

Students should bear in mind the risks of the online realm, never share secrets online, and keep passwords and all personal information private.

There are two important federal laws designed to protect children online. The Children’s Online Privacy Protection Act (COPPA) was enacted in 1998 to protect students under 13 from having their personal information collected without the consent of a parent or guardian. COPPA is the reason many social networking sites require participants to be 13 or older. The Children’s Internet Protection Act (CIPA) was enacted in 2000, and it requires that schools provide Internet filtering to prevent student access to offensive content. The school has a filter, and a CIPA-compliant Internet safety policy. For a copy of the policy, please contact the Main Office.

## **Dignity for all Students Act (DASA) Policy מדיניות חוק כבוד לכל הסטודנטים**

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The school, its Board of Trustees and Hebrew Public are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's Dignity for All Students Act (DASA), the school is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting, or intimidation in all their myriad forms.

### **Student Rights**

No student shall be subjected to harassment by employees or students on school property or at a school function, nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the school reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of the school's students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of the school's students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

### **Dignity Act Coordinator (DAC)**

The school designates the Head of School as the Dignity Act Coordinator (DAC) for the school. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The DAC will be accessible to students and other employees for consultation and advice.

### **Reporting and Investigating**

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that she/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Head of School. A staff member who witnesses harassment or who receives a report of harassment shall inform the Head of School. The Head of School shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory

authority (e.g., the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation. Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

### **No Retaliation**

The school prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

### School Nurse

The school nurse is a direct employee of the NYC Department of Education. The nurse is contracted to be on-site during school hours, daily. If a student is injured, the faculty member in charge will bring him or her to the school nurse. In a medical emergency in school, the school nurse will be notified immediately. The school nurse may determine if a child must go home for medical reasons. In the event that the school nurse is not present, the school must receive permission from a child's guardian to allow the child to go home for medical reasons.

The school nurse will request health records from each student in addition to the immunization information requested at registration. The nurse will maintain health records for each student enrolled at the school.

### Medication Administration

Students are not permitted to self-medicate, and Hebrew Public charter schools do not issue any form of medication to students, including over-the-counter drugs such as aspirin or Tylenol, except at the direction of a doctor.

The school nurse must administer all medication, unless requested and provided by a physician and only when the following requirements are met:

- The school has received written authorization from the parent or legal guardian for each medication in the form of a complete and signed Parental Request for Administration of Prescribed Medication form (available in the school office).
- The school has received a doctor's written permission to administer prescribed medication. (For prescription medication, the pharmacy label serves as the doctor's permission.)
- The medication label states all of the following: the student's name, directions for use, the name of the drug, the physician's name, the prescribed dosage, and the expiration date.
- Medication is stored in its original container in the Nurse's office with the corresponding signed Parental Request for Administration of Prescribed Medication form.

### CPR and Defibrillation

The school has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at any time, it is vital to know what to do and who to call to perform CPR and defibrillation.

## Immunization Requirements

Hebrew Public charter schools comply with state laws governing students' health, immunization, and health records. The law requires that a student's immunization records are obtained before permitting him or her to attend school, and that these records are updated every year.

## Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a high temperature, nausea, diarrhea, sore throat, or rashes, he or she should not come to school until the seriousness of the condition has been determined or the symptoms have disappeared. Such precaution hastens the student's recovery and helps reduce the spread of infections at school.

The school removes any student who shows such symptoms from the regular program, and contacts the parent or guardian to make arrangements for the student to be picked up as soon as possible. If the parent or guardian cannot be reached, the school will call the person(s) designated as the emergency contact(s). It is essential that you list people as emergency contacts who are able to pick up your student if we cannot reach you. It is also critically important that we have accurate phone numbers of parents and guardians and all secondary contacts. **An ill or injured student must be picked up within one hour of our call.**

If a student's condition warrants immediate medical attention, the school will contact the student's healthcare provider or our local emergency resource.

## Communicable Diseases

The parent or guardian must notify the school immediately if a student has contracted a communicable disease (i.e., strep throat, or pink eye) so the school may take action to protect other students by notifying families of those potentially at risk. If more than one case of a communicable disease occurs in a single homeroom, the school would contact our consultant from the local health department to seek advice and ensure that appropriate actions are taken. In the event of an epidemic, special precautions or exclusion policies may be necessary. Contact your doctor about when it is appropriate to return to school if your student has a communicable disease. The doctor's note returning the student to school should identify when the student is allowed to come back.

## Reporting Suspected Child Abuse or Neglect

If any employee of the school has reasonable cause to suspect on the basis of his/her professional or other training and experience that a student enrolled at the school is being abused and/or neglected, the employee is required by law to call and file an oral report with state authorities. All members of the faculty take this responsibility seriously and are committed to executing their legal obligations accordingly.

## Child Abuse Telephone Hotline Number and Directions

Section 409-I of the New York Education Law, which became effective January 17, 2017, requires every public school in New York State (including charter schools) to post in English and in Spanish the toll-free telephone number operated by the New York State Office of Child and Family Services (OCFS) to receive reports of child abuse or neglect, and directions for accessing the OCFS website. That telephone number is 1-800-342-3720.

## Emergency Procedures

## נהלים במקרי חירום

### Emergency contacts

Parents or guardians of all students are required to complete an emergency form that contains a medical release statement giving the school permission to seek medical attention for the student in case of an emergency. This information is kept with the school receptionist, the school nurse, and the homeroom teacher. In the event of an emergency, the school uses a “one-call” system to notify families of any emergencies via phone or text. It is essential that parents or guardians notify the school immediately if their addresses or phone numbers change.

### Accidents

The school notifies parents or guardians immediately of any accidents involving more than minor bruises or scrapes. Such accidents are recorded in an accident report form and filed in the school office for future reference. For minor injuries, a certified staff member administers first aid on site as appropriate. If it appears the accident is more serious, first aid would be administered immediately; and a school official would contact the student’s parent, guardian, or designated emergency contact to pick up the student for medical care. In cases where the parents, guardians, or the designated emergency persons cannot be reached and immediate medical attention is needed, a school official would call 911 for treatment and/or transportation to a hospital. A staff person would accompany the student and stay until the parent or guardian arrives. In some emergency situations, the staff may contact 911 before calling the guardian.

### Distribution of Materials Unrelated to School

Hebrew Public charter schools recognize that students and employees have the right to express themselves on school property, which includes the right to distribute, at a reasonable time and place and in a reasonable manner, material that is not sponsored by the school. To protect these individual rights, while preserving the integrity of the educational objectives and responsibilities of the school, all guardians, students, and employees must adhere to the following regulations and procedures regarding distribution of non-school-sponsored material on school property and at school activities:

- The school administration reviews requests for distribution of materials that are not sponsored by the school on a case-by-case basis

- Distribution of materials deemed inappropriate by the school is prohibited
- The school administration determines the time, place, and manner of the distribution of materials not sponsored by the school, and such materials may not be distributed during a normal school activity

## **Solicitation on School Property**

## **חלוקת עלונים/פרסום**

Staff members of Hebrew Public and our network schools and the families of our students should not feel compelled to donate money or participate in unwanted solicitation. Therefore, we do not allow solicitation on school property without the permission of the school director or an officer of Hebrew Public. Non-employees, including guardians, and other family members, may not solicit on school property at any time.

## **Family Educational Rights and Privacy Act למשפחה חוק זכויות חינוך ופרטיות**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives guardians certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Guardians, or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for guardians, or eligible students to review the records. schools may charge a fee for copies.

Guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the guardian or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

### Directory Information

Schools may disclose, without consent, “directory” information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell guardians, and eligible students about directory information and allow guardians, and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify, guardians, and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact the following address:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520



## Notice of Intent to Disclose Student Directory Information

### הודעה על כוונה לחשוף מידע על פרטי התלמידים

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Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, adult students and the parents/legal guardians of minor students may request that a school refrain from publishing directory information regarding the student. Directory information includes but is not limited to name, class, date of birth, and home address. If a school provides notice that it intends to publish directory information, it may do so if no written objection is filed with the school after a reasonable period of time after notice is provided.

You are hereby notified that the school may possibly publish the directory information indicated on the attached form. If you object to the publication of some or all of this information, please use the form linked below to indicate your objection. For those items that you object to being published, please put a checkmark in the space to the right of those items and then return the form to the school office no later than October 1 of the current school year. Please also be sure to fill out the information at the bottom of the attached form (student's name, your name, the date, and your signature). Please note that if you do not return the attached form to the school by October 1 we will assume that you have no objection to the publication of this information.

If you have any questions, please contact the main office at [info@hlacharterschool.org](mailto:info@hlacharterschool.org).

Any requests for school records or information from the school must be in writing and submitted to the Director of Operations. Within five business days of receipt of a written request, the school, depending on the requested information, will respond by making the information available at the school itself during normal business hours to the person requesting it; denying the request in writing; or providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied. If the person requesting information is denied access to a record, she/he may, within 30 days, appeal such denial to the school director.

Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, will fully explain the reasons for further denial or will provide access to the record(s) sought. The school will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. If further denied, the person requesting information may appeal through an Article 78 proceeding.

The school may deny access to requested records if any of the following conditions apply:

- Such records are specifically exempted from disclosure by state or federal statute
- Such access would constitute an unwarranted invasion of personal privacy
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations
- Such records are trade secrets that, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise
- Such records are compiled for law enforcement purposes and, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e)
- Such records, if disclosed, would endanger the life or safety of any person
- Such records are computer access codes

### School Meals

The school serves breakfast and lunch daily, and snacks for grades K-8. Guardians are required to complete a family school meals application. These forms are a way for the school to claim federal and state reimbursements for meals served and a basis for claiming other school funding sources. There is no charge to families at this time. Monthly menus are backpacked home with students. If you have any questions, please contact the Director of Operations.

### Prohibited Food Items

For families who send their children to school with a homemade lunch, please note that sugary drinks (including soda), any type of fast food, candy, and gum are discouraged in school. Additionally, students may not bring in drinks in glass bottles. We ask that parents or guardians who send their children with breakfast, lunch, or snack cooperate with us in implementing this policy.

### Allergy Aware

Hebrew Public schools are dedicated to fostering the health, nutrition, and well-being of all students, specifically including students with food allergies, by providing a supportive school community that is as safe as possible. Accordingly, we have adopted the following school-wide guidelines and protocols for a healthy, and safe educational environment. Despite the fact that we cannot guarantee a nut, milk, or “allergen-free” environment, we have implemented an Allergy Aware guidelines. While the risk of exposure is always present our Allergy Aware guidelines align with the NYC DOE guidelines and empower everyone. Children with allergies become aware of what they can and cannot eat, school staff is informed about each student’s allergies and our schools will continue to uphold a nut-free menu for school-provided meals. While we are not prohibiting nuts/seeds to be brought into school from home, students are less likely to be exposed to food allergens at school when we work together to create a management plan.

Please support this school policy by:

#### I. Submitting Allergy Forms

Ask your child’s health provider to complete the Allergy Medication Administration Form (MAF), Allergy Response Plan, and Medical Review of Student with Severe Allergies, if applicable. Once you fill out an Allergy Medication Administration Form, and it is reviewed, your child will be able to take prescribed medicine at school. If needed, trained staff or the school nurse will help your child take medicine. While we accept forms on a rolling basis, we recommend submitting it to the main office during registration for newly enrolled students or

before the first day of school for returning students. That way your child does not experience a break in access to their medication.

### **Bringing Necessary Medicine to School**

Once you've submitted the Allergy Medication Administration Form, be sure to bring your child's prescribed allergy medicine to school. Medicine must be:

- Labeled, unopened, and in its original container.

### **Work with Your School Nurse**

- Meet with the school nurse as early as possible to develop your child's Allergy Response Plan and decide what foods your child can eat from the cafeteria.
- Give the school nurse and the school Operations Leader a list of foods or ingredients that your child needs to avoid.
- Let your school nurse know if your child also has asthma. Allergic reactions may be worse in children who have both allergies and asthma.
- Make sure your emergency contact information is up to date.

### **Teach Your Child**

- About their allergy so they know which foods to avoid.
- Not to trade food with other students. Your child also should not eat anything offered at school without knowing what is in it.
- How to review the school lunch menu.

## Acknowledgement of Handbook

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I \_\_\_\_\_ have read and understood the policies and procedures outlined in the HLA Family Handbook. I will collaborate with school leadership and my child in order to make sure we are upholding all the requirements and policies stated in the rubric.

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Parent Signature

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Child Name

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Grade

---

Date

## **APPENDIX Q**



Charter Schools For Global Citizens

Employee Handbook

מדריך לעובד

# Table of Contents

|                                                        |           |
|--------------------------------------------------------|-----------|
| <b>INTRODUCTION.....</b>                               | <b>6</b>  |
| WELCOME TO THE HEBREW PUBLIC CHARTER NETWORK!.....     | 6         |
| INTRODUCTION TO THE EMPLOYEE HANDBOOK .....            | 6         |
| HEBREW PUBLIC MISSION.....                             | 7         |
| HEBREW PUBLIC.....                                     | 7         |
| HEBREW PUBLIC VALUES .....                             | 7         |
| PARENTS/GUARDIANS AS PARTNERS: COMMUNITY OUTREACH..... | 8         |
| CHARTER SCHOOLS .....                                  | 9         |
| <b>EMPLOYMENT POLICIES AND PROCEDURES.....</b>         | <b>9</b>  |
| EQUAL OPPORTUNITY EMPLOYER .....                       | 9         |
| NON-DISCRIMINATION IN HIRING OR EMPLOYMENT .....       | 9         |
| REPORTING DISCRIMINATION.....                          | 10        |
| RECRUITMENT .....                                      | 10        |
| CO-TEACHING.....                                       | 10        |
| NEPOTISM AND WORKPLACE RELATIONSHIPS RELATIVES .....   | 10        |
| PERSONAL RELATIONSHIPS .....                           | 10        |
| FINGERPRINTING/BACKGROUND CHECKS .....                 | 11        |
| ARREST OF EMPLOYEES.....                               | 11        |
| EMPLOYMENT CATEGORIES .....                            | 11        |
| EXEMPT EMPLOYEES .....                                 | 12        |
| NON-EXEMPT EMPLOYEES.....                              | 12        |
| EMPLOYEES WITH DISABILITIES .....                      | 12        |
| IMMIGRATION REFORM AND CONTROL ACT .....               | 13        |
| <b>EMPLOYMENT POLICIES.....</b>                        | <b>13</b> |
| CERTIFICATION.....                                     | 13        |
| PERFORMANCE/JOB REQUIREMENTS AND EVALUATIONS .....     | 14        |
| ANNIVERSARY DATE.....                                  | 14        |
| WORKDAYS, WORK WEEK AND WORK YEAR.....                 | 14        |
| TIME RECORDING .....                                   | 15        |
| STAFF ATTENDANCE .....                                 | 15        |
| PERSONNEL RECORDS AND FILES .....                      | 15        |
| PAY PERIODS .....                                      | 16        |
| INCENTIVE PAY.....                                     | 17        |
| PAID DEDUCTIONS AND GARNISHMENTS.....                  | 17        |
| OVERTIME.....                                          | 17        |
| RESIGNATION .....                                      | 17        |
| RETURN OF SCHOOL PROPERTY .....                        | 18        |
| FINAL PAY.....                                         | 18        |
| POST-EMPLOYMENT REQUESTS .....                         | 18        |
| <b>EMPLOYEE BENEFITS .....</b>                         | <b>19</b> |
| SCHOOL CALENDAR AND HOLIDAY LEAVE .....                | 19        |
| WEATHER DAYS AND OTHER CLOSINGS .....                  | 19        |
| FLOATING HOLIDAY .....                                 | 19        |
| EARLY DISMISSAL FOR RELIGIOUS OBSERVANCE .....         | 19        |
| PERSONAL LEAVE – SCHOOL CALENDAR EMPLOYEES .....       | 20        |



|                                                                     |           |
|---------------------------------------------------------------------|-----------|
| PERSONAL LEAVE – FULL YEAR EMPLOYEES .....                          | 21        |
| TIME OFF TO VOTE.....                                               | 21        |
| MILITARY DUTY.....                                                  | 22        |
| JURY AND WITNESS DUTY .....                                         | 22        |
| VERIFICATION OF ABSENCE.....                                        | 22        |
| UNAUTHORIZED ABSENCE .....                                          | 23        |
| NURSING ACCOMMODATIONS .....                                        | 23        |
| OVERVIEW OF INSURANCE BENEFITS PROVIDED .....                       | 23        |
| RESERVATION OF RIGHTS .....                                         | 24        |
| DECLINATION OF INSURANCE BENEFITS.....                              | 24        |
| WORKERS’ COMPENSATION .....                                         | 24        |
| UNEMPLOYMENT COMPENSATION.....                                      | 24        |
| TRAVEL AND EMPLOYEE BUSINESS EXPENSES.....                          | 24        |
| RECEIPTS .....                                                      | 24        |
| PARKING AND MOVING VIOLATION FINES .....                            | 25        |
| OTHER REIMBURSEMENTS .....                                          | 25        |
| BENEFITS CONTINUATION - COBRA .....                                 | 25        |
| <b>LEAVE .....</b>                                                  | <b>26</b> |
| FMLA FAMILY LEAVE.....                                              | 26        |
| BASIC LEAVE ENTITLEMENT .....                                       | 26        |
| MILITARY FAMILY LEAVE ENTITLEMENTS.....                             | 27        |
| BENEFITS AND PROTECTIONS DURING FMLA LEAVE .....                    | 27        |
| DEFINITION OF SERIOUS HEALTH CONDITION.....                         | 28        |
| USE OF LEAVE.....                                                   | 28        |
| SUBSTITUTION OF PAID LEAVE FOR UNPAID LEAVE.....                    | 28        |
| EMPLOYEE RESPONSIBILITIES .....                                     | 28        |
| THE SCHOOL’S RESPONSIBILITIES .....                                 | 28        |
| OTHER PROVISIONS .....                                              | 29        |
| UNLAWFUL ACTS BY EMPLOYERS.....                                     | 29        |
| ENFORCEMENT .....                                                   | 29        |
| LIMITATIONS ON REINSTATEMENT .....                                  | 29        |
| NYS FAMILY LEAVE.....                                               | 29        |
| ELIGIBILITY REQUIREMENTS .....                                      | 30        |
| FUNDING AND TIMELINE OF PAID BENEFIT .....                          | 30        |
| ADVANCE NOTICE AND MEDICAL CERTIFICATION.....                       | 30        |
| JOB BENEFITS AND PROTECTION.....                                    | 30        |
| UNLAWFUL ACTS BY EMPLOYERS.....                                     | 30        |
| HOW PAID FAMILY LEAVE WORKS WITH OTHER LEAVE AND PAID TIME-OFF..... | 31        |
| MEDICAL LEAVE .....                                                 | 31        |
| NEW YORK SAFE AND SICK LEAVE.....                                   | 32        |
| SICK LEAVE.....                                                     | 33        |
| PARENTAL LEAVE.....                                                 | 34        |
| SHORT-TERM DISABILITY INSURANCE .....                               | 35        |
| LONG-TERM DISABILITY INSURANCE .....                                | 35        |
| DISABILITY LEAVE .....                                              | 35        |
| BEREAVEMENT LEAVE.....                                              | 35        |
| SPOUSAL MILITARY LEAVE.....                                         | 36        |
| BLOOD DONATION LEAVE .....                                          | 36        |
| BONE MARROW DONATION LEAVE.....                                     | 36        |

|                                                                               |           |
|-------------------------------------------------------------------------------|-----------|
| VICTIM AND WITNESS LEAVE .....                                                | 36        |
| LEAVES WITH OR WITHOUT PAY .....                                              | 37        |
| LIMITATIONS ON LEAVE .....                                                    | 37        |
| BENEFITS CONTINUATION WHILE ON LEAVE .....                                    | 37        |
| REQUESTS FOR LEAVE.....                                                       | 37        |
| REQUIRED DOCUMENTATION.....                                                   | 37        |
| INTERMITTENT OR REDUCED-SCHEDULE LEAVE .....                                  | 38        |
| EMPLOYEE STATUS DURING LEAVE .....                                            | 38        |
| EMPLOYEE STATUS AFTER LEAVE .....                                             | 38        |
| FAILURE TO RETURN TO WORK FOLLOWING FAMILY, MEDICAL OR DISABILITY LEAVE ..... | 39        |
| ADDITIONAL INFORMATION .....                                                  | 39        |
| <b>PROFESSIONAL CONDUCT OF EMPLOYEES .....</b>                                | <b>39</b> |
| CODE OF ETHICS AND STANDARDS OF CONDUCT .....                                 | 39        |
| CONFIDENTIALITY .....                                                         | 40        |
| COPYRIGHTS/WORK FOR HIRE .....                                                | 41        |
| CONFLICT OF INTEREST .....                                                    | 41        |
| BAN ON ACCEPTANCE OF GIFTS .....                                              | 42        |
| INDEPENDENT FUNDRAISING.....                                                  | 42        |
| NO SOLICITATION .....                                                         | 42        |
| PERSONAL APPEARANCE/DRESS CODE .....                                          | 42        |
| SEPARATION OF CHURCH AND STATE.....                                           | 42        |
| PROBLEM/CONFLICT RESOLUTIONS .....                                            | 43        |
| OUTSIDE EMPLOYMENT.....                                                       | 43        |
| STUDENT, PARENT AND GUARDIAN COMMUNICATION .....                              | 43        |
| COLLEAGUE COMMUNICATION .....                                                 | 43        |
| PUBLICITY .....                                                               | 44        |
| IN-PERSON COMMUNICATION .....                                                 | 44        |
| ELECTRONIC COMMUNICATION .....                                                | 44        |
| DRUG- AND ALCOHOL-FREE WORKPLACE/DRUG SCREENING .....                         | 44        |
| SMOKING.....                                                                  | 45        |
| <b>POLICY AGAINST VIOLENCE OR HARASSMENT IN THE WORKPLACE .....</b>           | <b>45</b> |
| VIOLENCE NOT PERMITTED .....                                                  | 45        |
| SEXUAL MISCONDUCT AND ABUSE PROHIBITED .....                                  | 46        |
| REPORTING OF VIOLATIONS.....                                                  | 46        |
| INVESTIGATION AND CONSEQUENCES FOR VIOLATIONS.....                            | 47        |
| HARASSMENT NOT PERMITTED.....                                                 | 47        |
| DEFINITION OF HARASSMENT .....                                                | 47        |
| CONFIDENTIALITY .....                                                         | 48        |
| RESPONSIVE ACTION.....                                                        | 48        |
| FALSE AND MALICIOUS ACCUSATIONS .....                                         | 48        |
| SUMMARY OF RESPONSIBILITIES.....                                              | 48        |
| ANNUAL SEXUAL HARASSMENT TRAINING.....                                        | 49        |
| POLICY AGAINST SEXUAL HARASSMENT .....                                        | 49        |
| POLICY .....                                                                  | 49        |
| WHAT IS “SEXUAL HARASSMENT”? .....                                            | 50        |
| EXAMPLES OF SEXUAL HARASSMENT .....                                           | 51        |
| WHO CAN BE A TARGET OF SEXUAL HARASSMENT? .....                               | 52        |
| WHERE CAN SEXUAL HARASSMENT OCCUR?.....                                       | 52        |

|                                                                                 |           |
|---------------------------------------------------------------------------------|-----------|
| WHAT IS “RETALIATION”?                                                          | 52        |
| SUPERVISORY RESPONSIBILITIES                                                    | 53        |
| COMPLAINT AND INVESTIGATION OF SEXUAL HARASSMENT                                | 53        |
| INFORMAL COMPLAINT PROCEDURE                                                    | 53        |
| FORMAL COMPLAINT PROCEDURE                                                      | 53        |
| INVESTIGATION                                                                   | 54        |
| LEGAL PROTECTIONS AND EXTERNAL REMEDIES                                         | 55        |
| NEW YORK STATE DIVISION OF HUMAN RIGHTS (DHR)                                   | 55        |
| UNITED STATES EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)                    | 55        |
| LOCAL PROTECTIONS                                                               | 55        |
| CONTACT THE LOCAL POLICE DEPARTMENT                                             | 56        |
| GRIEVANCE POLICY                                                                | 56        |
| <b>SAFETY</b>                                                                   | <b>58</b> |
| STUDENT ACCIDENTS OR MEDICAL EMERGENCIES                                        | 58        |
| POLICE INVOLVEMENT WITH STUDENTS                                                | 58        |
| SAFETY PLAN                                                                     | 59        |
| CPR AND DEFIBRILLATION                                                          | 59        |
| FIRE DRILL / EVACUATION PROCEDURES                                              | 59        |
| VISITORS IN THE WORKPLACE                                                       | 59        |
| SECURITY IN THE SCHOOLS                                                         | 59        |
| BUILDING SECURITY                                                               | 60        |
| PERSONAL BELONGINGS                                                             | 60        |
| SCHOOL-WIDE HEALTH                                                              | 60        |
| SCHOOL NURSE                                                                    | 60        |
| MEDICATION ADMINISTRATION                                                       | 60        |
| CHILD ABUSE OR MALTREATMENT PURSUANT TO §411 ET SEQ. OF THE SOCIAL SERVICES LAW | 61        |
| CORPORAL PUNISHMENT                                                             | 63        |
| VERBAL ABUSE                                                                    | 63        |
| RIGHT TO KNOW                                                                   | 63        |
| OSHA                                                                            | 63        |
| WHISTLEBLOWER                                                                   | 64        |
| <b>FACILITIES AND TECHNOLOGY</b>                                                | <b>64</b> |
| DAMAGE TO PROPERTY                                                              | 64        |
| KEYS AS PROPERTY                                                                | 64        |
| PHONE, COPIERS AND MAIL SYSTEMS                                                 | 64        |
| PERSONAL USE OF SCHOOL PROPERTY                                                 | 64        |
| COMPUTER, ELECTRONIC AND VOICE MAIL                                             | 65        |
| SOCIAL MEDIA                                                                    | 66        |
| DEFINITION OF SOCIAL MEDIA                                                      | 67        |
| PERSONAL SOCIAL MEDIA USE                                                       | 67        |
| MEDIA                                                                           | 68        |
| APPLICABILITY OF SCHOOL POLICIES AND OTHER LAWS                                 | 68        |
| ADDITIONAL INQUIRIES                                                            | 68        |
| <b>ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE HANDBOOK</b>                          | <b>69</b> |

## INTRODUCTION

### Welcome to the Hebrew Public charter network!

#### ברוכים הבאים לרשת היברו פאבליק!

We are thrilled that you are a member of our team, leading a movement of exceptional, diverse public charter schools. Together we will provide a safe, engaging, rigorous, and supportive learning environment for the children we serve.

### Introduction to the Employee Handbook

We want all employees of the Hebrew Public charter network ("Hebrew Public" or the "Network") and each of its respective network schools (each, a or, the "School" and together, the "Schools") to be informed about the benefits and services that we provide and to know and understand our principles, policies, and the expectations that we have of ALL members of our team.

This Handbook serves as a summary of those principles, policies, and expectations. It contains guidelines only and supersedes any prior policies, statements or Handbooks. Employees will be required to sign and date an Acknowledgment of Receipt and Understanding upon receipt of this document. Any questions about the contents herein can be directed to a Human Resources representative.

This Handbook should not be construed as, and does not constitute, a contract of employment, either expressed or implied, or for any specific duration. No representative of the school other than the Head of School or authorized members of the School's Board of Trustees (the "Board") has the authority to enter into an agreement to the contrary. In order to be valid, any such agreement must be made in writing and signed by the Head of School.

The School reserves the right to modify, rescind, delete, and/or supplement provisions of this Handbook, or add provisions to this Handbook without advance notice, as required. Therefore, before relying on an item in this Handbook, employees should check with a Human Resources representative as to whether the item is still current. Every effort will be made to keep employees informed of all changes to law, regulation and policy. Human Resources representatives will attempt to provide employees with notification of any significant changes as they occur.

Possession of this Handbook does not make employees eligible for the various benefits described herein. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws may impose certain requirements, in addition to those stated as company policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

Flexibility in personnel matters is significant to the School's ability to respond to the changing needs of our organization, employees, network school employees, students,

communities and the Law. We, therefore, reserve the right to change, delete, suspend or discontinue any part or parts of the policies in this Handbook at any time or without prior notice. Any such action will apply to existing employees as well as those hired after the change is made.

### Hebrew Public Mission

**To lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.**

אנו מובילים תנועה לאומית של בתי ספר ציבוריים מגוונים ומצוינים, אשר מלמדים תלמידים. מכל הרקעים עברית מודרנית, ומכינים אותם להיות אזרחים גלובליים מצליחים

### Hebrew Public

Hebrew Public was created in 2009 to advance the Hebrew language charter school movement. Since then, we have expanded our network from one elementary school in Brooklyn to a growing network of thirteen operating schools serving more than 3,100 students. Our network is growing, with four new schools having opened in 2019 and 2020, and our current schools growing.

Today, Hebrew Public is one of the most innovative educational organizations in the United States, pioneering Modern Hebrew and Israel Studies in public schools serving students from diverse backgrounds. Our schools offer an excellent choice for families interested in immersing their children in dual-language programming, innovative teaching methods, and global citizenship. Each school serves a diverse student population, representing varied racial and socio-economic backgrounds.

In addition to exemplary academic instruction, Hebrew Public students also learn music, art, chess, and yoga. They work collaboratively to build responsibility and empathy and learn what it means to be global citizens.

Each Hebrew Public school serves a diverse student population, representing varied racial and socio-economic backgrounds.

Our 13 schools, located in Brooklyn, East Brunswick, NJ, Washington, DC, Minneapolis, San Diego and Los Angeles, educate more than 3,100 pre-K-8th grade students from all backgrounds. In eight years, we aim to educate over 10,000 students across the country.

### Hebrew Public Values

We believe that global citizens approach life as lifelong learners, problem-solvers and aware communicators who can make big and small differences through their actions. This is what we value for our students, and for all adults in the organization working to support them. Because of our focus on the world - and each of our roles in improving on it - we have selected OLAM (Hebrew for "World") as a guiding acronym to share and express our shared values.

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>O</b> utstanding Problem Solvers                            | <p>We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.</p>                                                                                                                                                                                                                                                                                                                                                                                |
| <b>L</b> ifelong Learners                                      | <p>We are raising students to fall in love with learning, so that they may continue on their journey for a lifetime. As adults, we welcome and embrace feedback, and we know that the key to student improvement is our own growth and development.</p>                                                                                                                                                                                                                                                                                       |
| <b>A</b> ware Communicators<br><br><b>M</b> aking a Difference | <p>We know that listening deeply, taking others' perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens.</p> <p>We use our problem solving, learning and communication skills to make big and small differences in the world. From the kindergarten student helping a friend tie his shoelaces, to the teams of adults committed to providing outstanding educational opportunities for our students, each of us plays a role in positively shaping the world we live in.</p> |



### Parents/Guardians as Partners: Community Outreach

The School recognizes the needs of communities to have an alternative approach and philosophy in the delivery of educating students. Impressions are constantly changed and formed by every contact parents and guardians have with the School and its employees. We recognize and encourage parents and guardians to join as partners in

the education of their children. When community members send their children to our schools, they have great expectations. It is up to each employee to fulfill these expectations and build a lasting impression. The mission of the School requires that all staff develop relationships of collegiality. All employees must consider the quality and professionalism in every aspect of what they do and say. Employees are role models at all times to the students, parents and guardians, and the communities we serve and must conduct themselves accordingly.

## Charter Schools

Hebrew Public Network Schools are founded and authorized under the provisions of Article 56 of the New York State Education Law, also known as the New York Charter Schools Act of 1998, which establishes charter schools as independent and autonomous public schools. They are bound by all of the provisions contained in the New York State Charter School Act of 1998 and must comply with all applicable constitutional provisions, statutes and regulations, as may be amended from time to time. Charter schools are public schools funded with public money. Charter schools are exempt from many state and local laws governing public or private schools.

Charter schools must comply with the student performance standards adopted by the NYS Board of Regents. As per the Regulation of the Commissioner, in addition to improving student learning and achievement, the purpose of the charter schools law includes:

1. Increasing learning opportunities for all students, particularly those at risk of academic failure
2. Encouraging the use of different and innovative learning methods
3. Creating new professional opportunities for educators
4. Providing parents and students with expanded educational opportunity choices within the public school system
5. Providing schools with a method to change from rule-based to performance-based accountability systems

## EMPLOYMENT POLICIES AND PROCEDURES

### Employment at Will

An employee's relationship with the School is "at will" and therefore either the employee or employer may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated by either party at any time without notice, cause or liability.

Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of the date of hire. However, no person other than the Hebrew Public CEO, Head of School, or a designated member of the School's Board of Trustees has the authority to enter into any agreement for employment with an employee for any specified period and any such agreement must be in writing.

### Equal Opportunity Employer

### Non-Discrimination in Hiring or Employment

The School is firmly committed to equal employment opportunity. We do not discriminate

in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including HIV/AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at the School will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

### Reporting Discrimination

If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or a Human Resources representative as soon as possible. All incidents of discrimination should be promptly reported to Human Resources or the Head of School. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

### Recruitment

The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of our working relationships. We actively seek diversity in our student/parent body, faculty, staff and administration and we are committed to equal employment opportunity. Hebrew Public will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after the commencement of employment. Any misrepresentations, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

### Co-Teaching

The School promotes the collegiality of its employees in the co-teaching model. It is expected that employees adhere to professional conduct and teamwork as adult learners in the best interest of the quality delivery of instruction to our children.

### Nepotism and Workplace Relationships Relatives

While the School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or appearance of or actual conflicts of interest. Relatives of those involved will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

For the purposes of this policy, a relative is defined as spouses, partners, parents, children, stepchildren, siblings, in-laws, stepparents, brothers, or sisters, and stepchildren. No employee shall manage or be managed by a relative.

### Personal Relationships



Employees may not manage or be managed by another employee with whom they have a personal relationship. A “personal relationship” is defined as a relationship between individuals who have or have had a relationship of a romantic or intimate nature or who cohabitate. If a personal relationship exists between an employee and another employee, consultant, or candidate for employment, it is the responsibility and obligation of each employee in the relationship to disclose it to Human Resources; once aware of the relationship, Hebrew Public and/or the affiliate school will respect privacy, but work with both parties to resolve any conflict of interest issues on a case-by-case basis.

### Fingerprinting/Background Checks

Pursuant to § 2852(4) of The New York State Charter School Act, Charter Schools must fingerprint prospective employees for the purposes of a criminal history background check. The School requires fingerprints of long-term volunteers, prospective employees and contractors who are in direct contact with children. Individuals must comply with any related processing procedures and must provide all required information. Failure to do so may result in termination from interactions with Hebrew Public or its affiliate schools.

Employment with the School is conditional upon background check and fingerprint clearance. Furthermore, no one required to be fingerprinted may enter a school building unless they are cleared by their background check. These requirements are the responsibility of the employee, and the information must be submitted to Human Resources. To the extent permitted by law, the School may require criminal background costs to be borne by the employee.

### Arrest of Employees

Any person employed by the School who has been arrested and charged with a violation, misdemeanor or felony must notify a Human Resources representative or the Head of School immediately. Failure to disclose such charges may result in disciplinary action, up to and including termination. In disclosing the violation, a misdemeanor or a felony, the employee must provide a copy of the criminal court complaint. The employee may be removed from direct contact with children initially. Upon final disposition of the criminal charges, there will be a review with law enforcement and legal agencies. If necessary, the appropriate disciplinary action up to and including termination will be enacted as appropriate.

### Employment Categories

The School recognizes multiple classifications of employees. Employee classification, including exempt or non-exempt status, will be communicated upon hire.

#### **The employment categories are as follows:**

1. Regular employees are hired to work on a regular basis for an indefinite period. Such employees may be full or part-time, exempt or non-exempt.
2. Full-time employees are not in temporary or introductory status and are regularly scheduled to work 40 or more hours per week. Generally, they are eligible for benefits, subject to the terms, conditions, and limitations of each benefit program.
3. Part time employees are not assigned to a temporary or introductory status and are regularly scheduled for fewer than 28 hours per week. While they do receive all legally

mandated benefits (such as Social Security and Workers' Compensation insurance), they are generally ineligible for other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.

4. Temporary employees are hired for short-term periods and are not eligible for benefits. The work assignment, work schedule and duration of the temporary employee position will be determined on an individual basis. Summer employees, interns and seasonal employees are also considered temporary employees. A temporary employee does not become a regular employee by virtue of being employed longer than the agreed-upon specified period.

5. School calendar employees are those employees that with the exception of certain limited days before and after the official school year, only work during the School's official calendar. This designation may include instructional and non-instructional employees, as determined by the Head of School or authorized member of the Board of Trustees, as applicable.

6. Full year employees are those employees that work throughout the entire year (e.g. do not follow the school calendar).

7. Instructional Employees are those employees with classroom responsibility as determined by the Head of School or the Board of Trustees (or their designee, as applicable)

## Exempt Employees

Employees employed in a bona fide *executive, administrative, or professional* capacities (including but not limited to teachers) are commonly exempt from federal and state minimum wage and overtime requirements and are referred to as "exempt" employees.

## Non-exempt Employees

Employees who are not exempt employees (and are therefore referred to as "non-exempt" employees) are eligible for overtime for all hours worked over 40 hours per week and will be paid overtime at the rates required by federal, state and local law, usually time and a half for each hour of overtime worked. Upon hiring, you will be notified if you are a non-exempt employee.

Although overtime work is an infrequent occurrence at the School, the nature of overtime is that it sometimes is required with little or no advance notice. Accordingly, employees must maintain flexibility in order to be available for overtime assignments (any employee who is required to participate in an overnight trip will be given notice well in advance of the trip.) Employees may not work overtime without the prior approval by the Head of School or the Head of School's designee. Overtime must be reported on employee time sheets and a signature must be obtained from the appropriate supervisor. Failure to comply with this policy may lead to disciplinary action.

## Employees With Disabilities

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. The Americans with Disabilities Act (<http://www.ada.gov/pubs/ada.htm>) provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local

government services, and telecommunications.

Subject to applicable law, the School will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the Director of Operations/Head of School with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.

### Immigration Reform and Control Act

The School only employs individuals who are authorized to work in the United States, either citizens or non-citizens with appropriate authorization. We do not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, we are required to verify the identification and employment eligibility of all newly hired individuals through the completion of the Employment Eligibility Verification Form I-9. New hires will be provided this form on their first day of employment and are required to produce the appropriate identification and documentation which will confirm eligibility for employment in the United States. Newly hired employees have three business days to produce identification. Failure to provide required proof of citizenship or work authorization can result in withdrawal of offer or delay in employment. Former employees who are rehired must also complete the form if they have not completed an I-9 with the Hebrew Public Network within the prior three years, or if their previous I-9 is no longer retained or valid.

Under Federal immigration law, each employee hired must provide certain documentation and complete an I-9 form demonstrating authorization to work in the United States. Failure to provide such documentation in a timely manner may require discharge of the employee. Should the employee subsequently become unauthorized to work, the law requires that he or she be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

## EMPLOYMENT POLICIES

### Certification

To the extent required by New York State law, it is the responsibility of all School employees to acquire the necessary teaching or administrative certification as it may pertain to their current position. Unless otherwise agreed upon in writing between the employee and the School, the costs of gaining certification, including the costs of all tests, courses, or application fees, are the responsibility of the individual employee. The School can be a helpful resource in guiding employees through the certification process.

It is, however, the individual employee's responsibility to work toward achieving and maintaining his or her certification status.

### Performance/Job Requirements and Evaluations

Job performance of all employees will be reviewed by the employee's supervisor on a regular basis. Employees will generally receive performance evaluations at a frequency determined by the School. These evaluations provide both the employee and their supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Each evaluation will be in writing and employees will be asked to sign their evaluation forms to acknowledge having reviewed them. Employees should feel free to comment on any statement they do not understand or with which they disagree, verbally or in writing. The evaluation, together with any written comments, becomes a part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee. The administration and Board of Trustees of the School are committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews and evaluations will, in the first instance, be made with the objective of enhancing the experience and ability of the teacher. The frequency of observations both formal and informal is determined by the administration.

At the School, instructional staff will be engaged in ongoing activities related to improving the delivery of instruction in the classroom. The frequency and location of activities for adult learners at the School will be determined. Instructional staff is expected to engage in the practice of improving the craft of teaching through individual, group, school-based, and off-site activities coordinated by the School.

The Board of Trustees of the School, its administrators and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. There is no expectation of employment from one School year to the next. Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation, and will be updated if necessary. The Board of Trustees approves position descriptions and titles.

### Anniversary Date

The first day you report to work is your official anniversary date. Your anniversary date is used to compute various conditions and benefits described in this handbook if not otherwise calculated using the School's fiscal year as set forth in this Handbook.

### Workdays, Work Week and Work Year

Standard work hours for most school-based School Calendar employees are 7:30 a.m. to 3:45 p.m. or until dismissal duties have been completed, Monday through Friday. Standard work hours for most school-based Full Year employees will generally cover the same hours as School Calendar employees but may require additional time or somewhat modified schedules depending on the needs of the School. School or Network leadership reserves the right to change the standard schedule at any time if needed for any reason. Schedule exceptions can be made only with the approval of a direct supervisor or Head of School.

Additionally, classroom instructional staff are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Work years for some employees last twelve months (Full Year Employees), while other employees (School Calendar Employees, e.g. instructional staff) may have a shorter work year. Employees must consult their supervisors to determine the length of the work year appropriate to their positions.

### Time Recording

All employees are required to sign in and out each day using the School's approved time tracking system. Employees are not permitted to log-in/out or sign-in/out for one another.

Accurately recording time worked is the responsibility of every non-exempt employee. Non-exempt employees are required to record their work hours daily at the time they begin and end their work. It is essential that all non-exempt employees actually record their hours of work to include, as applicable, the beginning and ending of the workday, each meal period, any split shift; time out of the building for personal reasons; time off for sick/personal leave and time off for vacations and holidays.

Failing to record time, providing inaccurate time records, altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

### Staff Attendance

School culture is a collective responsibility, and we realize that having an external substitute will affect the entire community. Staff attendance (instructional and non-instructional) is significant to the quality of the delivery of instruction and school operations. It is expected that staff attendance is exemplary. Given that we hold our students to high attendance standards, it is critical that our staff members are here every day. We ask teachers to try to schedule doctor appointments and other appointments on days that school is not in session or after school hours. When a teacher or administrator is out, it creates inconsistencies and stress for students and colleagues. The School will do its best to try to accommodate your needs. Staff must adhere to School call-in procedures to facilitate the coordination of a recorded absence and substitute coverage as appropriate. Excessive absenteeism, unexcused absences on Blackout Days, or unauthorized poor attendance will lead to disciplinary action, up to and including loss of pay and/or termination of employment.

### Personnel Records and Files

Employee personnel files are maintained by the School. These files are confidential and employee information other than verification of job title and dates of employment is not released outside of the Hebrew Public Network without prior employee authorization, unless required by law. Managers and/or supervisors are only granted access to personnel file information on a need-to-know basis.

Employees have a right to inspect their personnel file in the presence of a Human Resources representative or another designated person. Consistent with the Genetic Information Nondiscrimination Act of 2008 (“GINA”), prohibition on covered employers requesting or requiring genetic information of an individual or family member of the individual (except as specifically allowed by this law), neither employees nor their health care provider should provide any genetic information when responding to any work-related requests for medical information. “Genetic Information” as defined by GINA includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

As required by law, all written medical information will be kept in medical files separate from employee personnel files.

An employee’s personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, the School keeps medical records in a file separate from personnel files.

Personnel and medical files are the property of the School and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are supervisors that may have a legitimate reason to do so. If an employee wishes to review his or her own personnel or medical file, the employee should contact the Director of Operations. With reasonable advance notice, an employee may review his or her own personnel or medical file in the School offices and in the presence of an individual appointed by the Head of School to maintain the files. Employees have the right to copy information and to submit written statements to their personnel files.

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. All employees are required to complete all applicable federal and state tax withholding forms. Failure to file such documentation with the School will result in the employee not being paid. Providing false information may result in disciplinary action, including termination of employment.

All reference checks or inquiries from other employers should be directed to the Director of Operations. No one in the School other than the Head of School is authorized to respond either verbally or in writing to personnel inquiries of any type about current or prior employees of the School. The School will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees. Employees who wish to have the Director of Operations provide information to any particular company or individual must provide a written release.

### Pay Periods

Hebrew Public employees are paid on a semi-monthly basis, with paydays on the 15<sup>th</sup>



and last day of each month, covering time worked since the previous payday. If a payday falls on a holiday, checks and direct deposit transfers will be distributed a day earlier. The Director of Finance or his or her designee will notify employees of the specific pay dates.

Every effort is made to avoid errors in your paycheck. Employees who believe an error has been made should notify the Director of Operations or their his/her designee immediately. They will take steps to research the problem and endeavor to make any necessary corrections by the next regular pay day.

### Incentive Pay

Employees may be eligible to earn additional compensation in the form of stipends by participating in certain school committees or other stipend positions, payable in accordance with the terms established for such committees as may be set forth in this Handbook or written notices, as may be amended from time to time.

### Paid Deductions and Garnishments

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee. The check stub identifies each deduction and should be kept as a permanent record. If an employee's wages are garnished, the School and the Network will comply with the notice of garnishment and will immediately notify the employee. The Director of Operations will notify employees of garnishments that must be (or have been) deducted from their paychecks.

### Overtime

From time to time, employees may be required to work more than 40 hours in a work week. In such a case, the following overtime rules apply:

### Resignation

All employees must file a written notice with the School at least thirty (30) days prior to the date of resignation. We believe that a thirty-day written notice is appropriate in order to achieve the appropriate educational and operational transition. Should an employee terminate his or her employment by voluntarily discontinuing work during the academic year, we will cease salary and benefit payments (depending on the carrier's policy) as of the date work was discontinued.

Employees who resign in accordance with the provisions of this section will be fully compensated for unused but earned vacation time at termination, as is described in Section 9. Employees who resign and do not comply with the provisions of this section may experience delays in receiving their final pay check.

Instructional Employees who have given notice prior to the end of the school year and whose last day of work will occur during the summer months and after the employee has completed all work obligations through the end of the school year will be paid for summer months ("Summer Pay") during which school is not in session. Pay for that period will be on the standard semi-monthly cadence (July 15, July 31, and August 15).

Instructional Employees who either give notice or are terminated prior to the end of the school year and whose last day of work falls prior to the last day of the school year will receive a prorated amount of “Summer Pay”. For example, an employee who works 10 out of the 20 pay periods in an academic year has worked 50% of the year and will receive 50% of the normal “Summer Pay”.

### Return of School Property

Upon separation, termination, or resignation, employees must return all keys, electronics devices, records, files, supplies, or any other School property (including, but not limited to, intellectual property), and shall keep confidential such information to which employee has access during his or her employment that is protected by the Family Educational Rights and Privacy Act (“FERPA”) or otherwise protected by the Law or School policy. The employee will be responsible for any lost or damaged items. Should a former employee fail to return School property or return the property damaged, the School may take legal action.

### Final Pay

The School will pay employees through their last day of employment. Departing employees will be provided with compensation for services rendered, plus payment for any accrued, unused vacation time through their last day of employment. The School will not provide payment for any unused sick time. Departing employees will receive their final pay according to normal payroll processing cycle, or in accordance with applicable wage laws, unless otherwise agreed in writing.

Instructional Employees who depart voluntarily prior to the end of the school year and whose last day of work will occur during the summer months will be paid for summer months during which school is not in session, provided the employee has completed all work obligations through the end of the school year. Pay for that period will be included in a final payroll on June 30 (covering the July 1-15, July 16-31, and August 1-15 pay periods).

Instructional Employees who either give notice or are terminated prior to the end of the school year and whose last day of work falls prior to the last day of the school year will receive a prorated amount of “Summer Pay”. For example, an employee who works 10 out of the 20 pay periods in an academic year has worked 50% of the year and will receive 50% of the normal “Summer Pay”.

### Post-Employment Requests

All reference checks or inquiries from other employers directed to the School or Network should be referred to Human Resources. No one other than a Human Resources representative or the Head of School is authorized to respond on behalf of the School or Network either verbally or in writing to personnel inquiries of any type about current or prior employees. The School or Network will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees. Employees who wish to have Human Resources provide information to any particular company or individual must provide a written release. Any individual employee that is approached directly may provide a reference, but is acting independently and not on behalf of the school.



## EMPLOYEE BENEFITS

### School Calendar and Holiday Leave

Each year the School will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. The School has discretion with regard to the dates of attendance; the School will be closed on all legal holidays; however, the calendar days of observance are subject to change. The School Calendar should be consulted for these and other dates when the School is closed. Copies of the School calendar are available in the Main Office at all times.

School Calendar employees are entitled to paid holidays as defined by the School's Academic Calendar for the year. Full Year Employees are entitled to paid holidays as defined by the Hebrew Public Office Closure Calendar. Full Year Employees are not necessarily eligible for all Academic Calendar holidays.

The School administration will define a set of days during which all staff are required to attend and should not request personal time off ("Blackout Days"). These days may include, but are not limited to school-wide testing days and professional development days. A list of Blackout Days will be shared with all staff at the beginning of the school year. Any employee that has an unchangeable conflict with a Blackout Day must notify their supervisor immediately.

### Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. In the case of building closure, instruction may be canceled for the day or shift online for a day of remote school. Public media outlets, staff and parents will be advised through an orderly process for notification. At the discretion of the Hebrew Public Network administration, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

### Floating Holiday

All full-time, regular employees will receive one floating holiday per year in addition to Hebrew Public's regular paid holidays. This floating holiday may be used only for religious or cultural holidays or other state or federal holidays during which Hebrew Public remains open.

The floating holiday is available at the beginning of each school year for all current employees.

Employees must specify the holiday for which they are requesting to use a floating holiday. The request must be scheduled and approved in advance by the employee's immediate supervisor.

The floating holiday will not be carried over to the next school year, nor may it be cashed out if not taken or paid out upon termination of employment.

### Early Dismissal for Religious Observance

Employees who require alternate scheduling to accommodate religious observance may make arrangements with the approval of the Head of School. Such arrangements may require balancing time with additional hours of work in order to make up missing hours. All such arrangements require approval by the Head of School.

Notwithstanding the foregoing, if an employee departs between two (2) and four (4) hours prior to the regularly-scheduled end of the school day for the purposes of religious observance, the employee must use one-half ( $\frac{1}{2}$ ) of a personal day, and if the employee departs any earlier than four (4) hours before the regularly-scheduled end of the school day, the employee must use a full personal day.

### Personal Leave – School Calendar Employees

Unless otherwise provided for, or as approved by the Head of School, paid time off leave (“PTO”) is to be used by all full-time School Calendar Employees in accordance with the following provisions:

1. PTO is to be used for planned and unplanned leave, including but not limited to vacation, time off, emergencies, and sick time off.
2. Requests for planned personal leave must be made to the Head of School by email at least two (2) weeks in advance of the requested leave. Leave requests should not be considered approved until the employee receives written approval from the Head of School.
3. Notice of unplanned leave (i.e. sickness) should be provided to the Head of School or designee by 6:00 A.M on the day of the leave, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Head of School or designee to find a suitable replacement for the day.
4. Employees absent for three (3) or more days due to illness or injury must provide a physician’s statement verifying the condition and its beginning and expected end dates.
5. Except in unusual circumstances, planned leave will not be approved during Blackout Days.
6. Instructional employees shall make every reasonable attempt to use paid time off only when the use of such leave would not conflict with classroom instruction time.
7. Paid time off may be used in increments of one-quarter workday.
8. Compensatory time (i.e., time off in lieu of overtime) is not permitted under New York Law and is not available to employees of the School.
9. No paid time off may be scheduled for a day immediately preceding school vacation or for a day immediately following school vacation.

Unless otherwise provided for or as approved by the Head of School or authorized member of the Board of Trustees, Full Time School Calendar Employees who begin on the first day of the school year, scheduled on or around August 15, shall accrue one (1) day of PTO on a monthly basis, totaling ten (10) days of PTO for the school year. School Calendar Employees whose first day falls after the school year begins shall earn one (1) day of PTO for every month worked, beginning on the first day of the month following hire.

In exceptional cases, employees may be allowed to take PTO that they have not yet accrued. Employees will require approval from their Head of School to do so, and will be

limited to a balance of -5 days at any time, provided they will accrue enough to bring their balance back to zero or higher by the end of the School Year.

Unused personal leave *cannot* be carried forward to the next School calendar year. In the event that any School Calendar Employee's accrued personal days are unused by the end of the school or fiscal year, employees will be paid for up to five (5) unused days at a rate of \$200 per day (\$1,000 limit). This amount will be subject to normal withholding in the same manner as other income from the School. Employees will not be paid for any personal days during a leave.

### Personal Leave – Full Year Employees

Unless otherwise provided for, or as approved by the Head of School, PTO is to be used by all full-time Full Year Employees in accordance with the following provisions:

1. PTO is to be used for planned and unplanned leave, including but not limited to vacation, time off, and emergencies.
2. Requests for planned leave should be made to the Head of School by email at least two (2) weeks in advance of the requested leave. Leave requests should not be considered approved until the employee receives written approval from the Head of School.
3. Except in unusual circumstances, planned leave will not be approved during Blackout Days.
4. Paid time off may be used in increments of one-quarter workday.
5. Compensatory time (i.e., time off in lieu of overtime) is not permitted under New York Law and is not available to employees of the School.
6. No paid time off may be scheduled for a day immediately preceding school vacation or for a day immediately following school vacation.

Unless otherwise provided for or as approved by the Head of School or authorized a member of the Board of Trustees, Full Year Employees that are employed by the School on a twelve-month basis are entitled to ten (10) days of PTO per fiscal year (July 1 – June 30) accrued on a monthly basis. For the avoidance of doubt, any PTO days taken during the traditional school breaks that are not included on the 12 month vacation calendar, shall be counted against the ten (10) days granted per year.

In exceptional cases, employees may be allowed to take PTO that they have not yet accrued. Employees will require approval from their Head of School to do so, and will be limited to a balance of -5 days at any time, provided they will accrue enough to bring their balance back to zero or higher by the end of the School Year. Employees who have any accrued unused PTO days at the end of the School Year will have an option to rollover, receive payout at \$200/day, or a combination of the two, for up to 10 days of accrued unused PTO.

### Time Off to Vote

The School encourages employees to fulfill their civic responsibilities by voting.. If you are a registered voter who does not have sufficient time outside of your regular working hours within which to vote at any election, you may, without loss of pay for up to two (2) hours, take off sufficient time in the beginning or at the end of the regular workday to vote. If the polls are open for at least four (4) consecutive hours either before or after your regular workday, you will be

deemed to have sufficient time outside of your regular workday to vote.

Employees should request time off to vote from their supervisors in writing at least ten (10) working days prior to the Election Day with evidence as to why they cannot vote prior or after the workday. The School reserves the right to designate whether employees can take time off at the beginning or end of their shifts.

### Military Duty

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Active Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is required, unless military necessity prevents such notice. PTO does not accrue during any period of military leave of absence. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with Federal and State law. The School will not discriminate against employees because they are subject to federal military duty.

### Jury and Witness Duty

Upon receipt of a proposed jury summons, juror questionnaire or subpoena to testify, an employee should notify his/her direct supervisor immediately. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a School year, he or she is urged to reschedule jury duty for a School vacation or for the summer. Employees may not volunteer for jury duty. Employees presenting proof of court appearance will be paid the employee's full regular salary. Employees shall remit to the School any jury duty or witness pay received while on paid jury duty or witness leave. Employees must submit copies of subpoenas or other court notices to the Director of Operations for verification purposes. Employees are required to report to work whenever the court schedule permits. Upon completion of jury duty service, the employee must provide a copy of the "Completion of Jury Duty" to the Director of Operations for inclusion in the employee's personnel file. Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. It is the policy of the School not to penalize, threaten, or coerce an employee with respect to his or her employment because the employee is required to attend court for jury service.

### Verification of Absence

The Head of School or the Head of School's designee shall require a physician's note or other verification as to an employee's claimed reason for absence in any situation in which the Head of School deems such verification to be necessary. Such verification shall be made within five working days of absence.

Employees who are absent on a defined Blackout Day without prior approval will be required to fill out an Employee Verification Regarding Authorized Use of Earned Safe and Sick Leave. Employees who are absent for more than three consecutive days that include at least one Blackout Day, will be required to provide medical documentation from a licensed health care provider. Failure to do so will result in disciplinary action.

## Unauthorized Absence

An employee is deemed to be on unauthorized leave at such times and on such occasions as the employee may absent himself or herself from required duties. This would cover nonperformance, unauthorized use of leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at School-sponsored activities.

An employee who is absent for a period of at least three (3) days without notifying the Head of School or the Head of School's designee will be considered to have resigned effective on the initial date of absence. The Head of School or the Head of School's designee will make the determination of unauthorized absence.

## Nursing Accommodations

Employees who are nursing are provided with break time to express breast milk for up to three (3) years after the birth of a child. Any employee who requires lactation breaks should contact Human Resources. The School will respond to a request for a lactation room within a reasonable time, not to exceed five (5) business days.

The School will designate an area in each location where employees work where nursing mother employees may express breast milk, which is private, shielded from view, and free from any intrusion from other employees and the public. Pursuant to Section 206-C of the New York Labor Law, the time and duration of breaks for expressing breast milk or breastfeeding will be established based on an individual's work schedule and specific need to express breast milk. If possible, such lactation break time may run concurrently with any break time with which the employee is already provided. Should two or more individuals need to use the lactation room at the same time, the School will work with the employees' schedules to ensure that all their needs are met. In situations where request(s) for a lactation room pose an undue hardship for the School, the School will engage in a cooperative dialogue with all parties involved. No employee will be discriminated against, disciplined, or subjected to any adverse employment action if she chooses to exercise her rights under this policy and applicable law.

## Overview of Insurance Benefits Provided

Eligible employees at the School are offered a range of benefits. Benefits eligibility is dependent upon a variety of factors, including employee classification. Employees should contact an administrator for help understanding eligibility.

Information on elective benefits programs – including retirement accounts, medical, dental, and vision insurance, – will be provided to eligible employees upon hire and during open enrollment. This information is also available year round by request.

Some programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents, which are controlling. Consequently, if there is any

actual or apparent conflict between the brief summaries contained in this Handbook or the information in the official plan documents, the provisions of the official plan documents, as interpreted in the sole discretion of the plan administrator, will control.

### Reservation of Rights

The School reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

### Declination of Insurance Benefits

Any employee who wishes to not accept any of the insurance benefits offered by the School is required to submit such a request in writing to the Head of School and the Director of Operations.

### Workers' Compensation

The School, in accordance with New York State Law, will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisors as soon as is practicable after the injury.

### Unemployment Compensation

The School contributes to the Unemployment Compensation plan administered by the State of New York. Employees who leave the School's employ may be eligible to receive unemployment benefits. The terms of such benefits will be governed by the rules governing the Unemployment Compensation plan. Detailed information is available from the New York State Department of Labor.

### Travel and Employee Business Expenses

The School will reimburse employees for pre-approved out-of-town travel following the federally mandated per diem rates for lodging and meals and incidentals. The rates are specific to the city of destination. Reimbursement for mileage will be at current IRS allowed rates: (<https://www.irs.gov/tax-professionals/standard-mileage-rates>). All other expenses will be reimbursed at actual cost unless otherwise limited by contractual/grant agreement where applicable.

Reasonable travel and business expenses incurred by employees will be reimbursed upon submission of receipts. The School is exempt from state and federal tax, and therefore does not reimburse employees for tax. Employees can obtain a copy of the Tax Exempt Certificate from the Director of Operations.

### Receipts

Receipts substantiating all reimbursable expenses shall be obtained whenever practical, but are required for all amounts in excess of \$25, as required by the Internal Revenue Service.

The School may reimburse properly authorized employees for pre-approved School-related travel. The School does not reimburse employees for automobile trips (for



professional development or other reasons) of less than 50 round-trip miles (venues within 25 miles of the school). For trips greater than 50 round-trip miles, the School will reimburse drivers authorized to take such trips at the current IRS mileage reimbursement rate for every mile upon submission of appropriate documentation such as a mileage reimbursement form.

Employees who seek reimbursement for trips requiring train or air transportation must obtain advance approval of the Head of School. If approved, the School will pay the costs of these trips. It is our expectation that trips are booked through the Director of Operations with enough advanced notice to get low-cost fares. School employees will fly/ride in coach, and, if available, they will stay at the lowest-cost national chain convenient to the applicable event. The School will make a determination whether renting a car or using taxis will be a more economical option, and, upon appropriate authorization, the School will reimburse employees for such authorized expenses upon submission of appropriate documentation.

It is the expectation that School employees will stay two to a room (in two separate beds) with other the School employees of the same sex. For trips that involve an overnight stay, the School recognizes that some additional food expenses will be incurred because of travel, so the School will reimburse (upon submission of appropriate receipts) up to \$40/day for meals. The School employees must keep all receipts for travel reimbursement. Employees will not be reimbursed without receipts.

### Parking and Moving Violation Fines

The School will not pay parking or other moving violation tickets (i.e. speeding tickets, etc.) for any staff member, volunteer or other person conducting School business. Staff members, volunteers, and others engaged in School business are expected to park legally, and all such persons are expected to abide by all driving and parking laws, especially when transporting children.

### Other Reimbursements

Please contact the Director of Operations in advance if you require reimbursement for other School-related expenses. Such reimbursement shall be granted at the sole discretion of the Director of Operations and Head of School and only upon submission of appropriate documentation.

### Benefits Continuation - COBRA

The Federal Consolidated Omnibus Reconciliation Act (COBRA) provides employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan for at least 18 months (under certain circumstances up to 36 months) when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee, and this amount must normally be paid on the first

business day of each month to avoid termination of coverage. The School provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations.

## LEAVE

### Family Leave

It is the policy of the School to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family. The School offers two options for Family Leave: one under the U.S. Family and Medical Leave Act ("FMLA"), and the other under New York State Paid Family Leave ("NYPFL").

### FMLA Family Leave

Employees who have worked for a total of at least 12 months (not necessarily consecutive) and have worked at least 1,250 hours over the immediately preceding 12 months may be eligible for FMLA.

The School complies with FMLA which requires employers to grant unpaid leaves of absence to qualified workers for certain medical and family-related reasons. The School also abides by any state and local leave laws. Contact Human Resources to discuss options for leave.

The FMLA requires private employers with 50 or more employees and all public agencies, including state, local, and federal employers, and local education agencies (schools), to provide eligible employees up to twelve (12) weeks of unpaid, job-protected leave in any 12-month period for certain family and medical reasons. The 12-month period is a rolling period measured backward from the date an employee uses any FMLA leave, except for leaves to care for a covered service member with a serious illness or injury. For those leaves, the leave entitlement is twenty-six (26) weeks in a single 12-month period, measured forward from the date an employee first takes that type of leave.

### Basic Leave Entitlement

The FMLA requires covered employers to provide up to twelve (12) work weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- the birth of a child and to care for the newborn child within one year of birth;
- the care for the employee's adopted or foster child within one year of the child's placement;
- to care for the employee's spouse, child, or parent who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the essential functions of their job;

The School will require, where applicable, that paid leave be applied towards the FMLA 12-week limit. Paid leave includes any unused, accrued paid vacation (if any), Workers'



Compensation Leave (if applicable), and Short-Term Disability Leave (if applicable), and Paid Family Leave Benefits under the New York Paid Family Leave Benefits Law (if applicable), but does not include accrued sick leave or personal leave. The use of such accrued leave time shall be counted against the employee's FMLA leave entitlement and will not extend the maximum amount of leave time that the employee can take.

### Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or called to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include addressing issues that arise from: 1) short notice of deployment (limited to up to seven (7) days of leave); 2) attending certain military events and related activities; 3) arranging childcare and school activities; 4) addressing certain financial and legal arrangements; 5) attending certain counseling sessions; 6) spending time with covered military family members on short-term temporary rest and recuperation leave (limited to up to five (5) days of leave); 7) attending post-deployment reintegration briefings; 8) arranging care for or providing care to a parent who is incapable of self-care; and 9) any additional activities agreed upon by the employer and employee that arise out of the military member's active duty or call to active duty. The FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties and for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

### Benefits and Protections During FMLA Leave

During FMLA leave, the School will maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees will be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. However, an employee on FMLA leave does not have any greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Certain highly compensated key employees also may be denied reinstatement when necessary to prevent "substantial and grievous economic injury" to the School's operations. A "key" employee is an eligible salaried employee who is among the highest paid ten percent of the School employees within 75 miles of the work site. Employees will be notified of their status as a key employee, when applicable, after they request FMLA leave. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

## Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a healthcare provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school, work, or other daily activities.

## Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced work schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies also may be taken on an intermittent or reduced work schedule basis.

## Substitution of Paid Leave for Unpaid Leave

The School requires employees to use any accrued paid time off during an unpaid FMLA leave taken because of the employee's own serious health condition or the serious health condition of a family member or to care for a seriously ill or injured family member in the military. To use paid leave for FMLA leave, employees must comply with our paid leave procedure policies.

## Employee Responsibilities

Employees must provide thirty (30) days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the School normal call-in procedures. The School may delay leave to employees who do not provide proper advance notice of the foreseeable need for leave, absent unusual circumstances preventing the notice.

Employees must provide sufficient information for the School to determine if the leave qualifies for FMLA protection and the anticipated timing and duration of the leave.

Employees also must inform us if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also are required to provide a medical certification and periodic recertification supporting the need for leave. The School may require a second and, if necessary, a third opinion (at the School's expense), and when the leave is a result of the employee's own serious health condition, a fitness for duty report to return to work. The School also may delay or deny approval of leave for lack of proper medical certification.

## The School's Responsibilities

The School will inform employees requesting leave whether they are eligible under the FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If employees are not eligible, we will provide a reason for the ineligibility.

THE School will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's FMLA leave entitlement. If the School determines that the leave is not FMLA-protected, we will notify the employee.

### Other Provisions

Employees may not perform work for self-employment or for any other employer during an approved leave of absence, except when the leave is for military or public service or when the School has approved the employment under its Outside Employment policy and the employee's reason for FMLA leave does not preclude the outside employment.

### Unlawful Acts by Employers

The FMLA makes it unlawful for any employer to 1) interfere with, restrain, or deny the exercise of any right provided under the FMLA, or 2) discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

### Enforcement

An employee may file a complaint with the US Department of Labor or may bring a private lawsuit against an employer. The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

### Limitations on Reinstatement

All employees are entitled to reinstatement following return from FMLA leave only if you would have continued to be employed had FMLA leave not been taken. Thus, you are not entitled to reinstatement if, because of a layoff, reduction in force or other reason, you would not be employed at the time job restoration is sought.

The School reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of the School's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to the School's operations.

### NYS Family Leave

NYPFL established under the New York Paid Family Leave Benefits Law provides wage replacement for up to 12 weeks to employees for any of the following purposes:

*New Child:* You can take NYPFL during the first 12 months following the birth, adoption or fostering of a child. Expectant mothers cannot take NYPFL for their own pregnancy. NYPFL for the birth of a child begins after the birth. It is not available for prenatal conditions.

*Serious Illness:* You can take NYPFL to care for a close relative with a serious health condition. You cannot take NYPFL for your own health condition. A serious health

condition is an illness, injury, impairment, or physical or mental condition that involves (i) inpatient care in a hospital, hospice, or residential health care facility; or (ii) continuing treatment or continuing supervision by a health care provider. A close relative includes a spouse, domestic partner, child and stepchild, parent and stepparent, parent-in-law, grandparent or grandchild.

**Military Active:** You can take NYPFL to assist with family

**Service Deployment:** Situations arising when your spouse, domestic partner, child or parent is deployed abroad on active military service or has been notified of an impending military service abroad. You cannot use NYPFL for your own qualifying military event.

### Eligibility Requirements

All employees are entitled to participate in NYPFL, regardless of citizenship or immigration status, if they satisfy either of the following two conditions:

- Employees with a regular schedule of 20 or more hours per week are eligible after 26 weeks of employment or;
- Employees with a regular schedule of less than 20 hours per week are eligible after 175 days worked.

Time spent on paid vacation, sick or personal days can be counted toward an employee's eligibility determination.

### Funding and Timeline of Paid Benefit

NYPFL is funded through employee payroll contributions that are set each year to match the cost of coverage. The rate of employee contributions is reviewed annually and is subject to change by the New York State Department of Financial Services. Currently, the NYPFL benefit for 2023 is set to 67% of your average weekly wage (AWW), not to exceed 67% of the NYS average weekly wage, for a maximum of 12 weeks.

### Advance Notice and Medical Certification

You will be required to provide advance leave notice and medical certification. Taking leave may be denied or delayed if requirements are not met.

- 30 days' notice must be provided to the School when the leave is "foreseeable". Otherwise, notify the School as soon as possible.

### Job Benefits and Protection

- For the duration of NYPFL, your health coverage will be maintained. However, you must pay your part of the premiums during the leave.
- Upon return from NYPFL, you will be restored to your original or a comparable position.

### Unlawful Acts by Employers

NYPFL makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under NYPFL;
- Discharge, discriminate or retaliate against any person for opposing any practice made unlawful by NYPFL or for involvement in any proceeding under or relating to NYPFL.

### How Paid Family Leave Works with Other Leave and Paid Time-Off

NYPFL will run concurrently with designated FMLA leave when the reason for leave qualifies under both NYPFL and FMLA. Eligible employees must then apply for both NYPFL and FMLA.

You may not receive short-term disability and NYPFL benefits at the same time. You may not take more than 26 combined weeks of short-term disability and NYPFL in a 52-week period.

If you are unable to work and qualify for Workers' Compensation Benefits, you may not use NYPFL benefits at the same time as you are receiving Workers' Compensation benefits.

If you are receiving reduced earnings, you may be eligible for NYPFL. Please check with Human Resources.

Employees must supplement NYPFL, when such leave overlaps with FMLA, with accrued time-off in order to receive full pay during their absence<sup>1</sup>. While on NYPFL, employees will not continue to accrue sick or vacation time. If both parents are employees, only one at a time may access the paid benefits of this policy. Both, however, continue to be entitled to family and medical leave if eligible.

### Medical Leave

Employees who have worked for the School for at least 6 months and who have a "serious health condition" that prevents them from performing the functions of their job are eligible for *unpaid* Medical Leave.

A "serious health condition" means an illness, injury, impairment or mental condition which makes the employee unable to perform the essential functions of the job and which in all situations involves either:

- A period of incapacity and treatment in connection with, or consequent to, inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;
- A period of incapacity requiring absence from work, school or other regular daily activities of more than three (3) calendar days, which also involves continuing treatment by (or under the supervision of) a health care provider; or
- The continuing treatment by a health care provider for:
  - a) a period of incapacity due to pregnancy or prenatal care;

- b) a period of incapacity or treatment for such incapacity due to a chronic serious health condition;
- c) a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective; or
- d) a period of absence to receive multiple treatments by a health care provider either for restorative surgery after an accident or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days.

Although medical leave is unpaid, employees may be eligible to receive certain disability, federal, or workers' compensation benefits during their medical leave. However, even though the employee may qualify for these benefits, they are still required to follow the procedures under this policy in order to be on approved medical leave for purposes of employment. The School reserves the right to deny a request for leave where permitted by law, particularly in the event that such leave would cause a substantial or serious economic injury to operations.

### New York Safe and Sick Leave

In accordance with the New York City Earned Safe and Sick Time Act ("ESSTA"), employees who work eighty (80) or more hours per calendar year shall receive up to forty (40) hours of paid safe/sick leave per school calendar year (July 1<sup>st</sup> to June 30<sup>th</sup>). Safe and sick leave time shall be earned at a rate of one (1) hour for every thirty (30) hours worked. Full days off will be considered equivalent to eight (8) hours for purposes of tracking time used.

An employee can use safe and sick leave to take time off from work when:

- Employee has a mental or physical illness, injury, or health condition; employee needs to get a medical diagnosis, care, or treatment of his or her mental or physical illness, injury or condition; employee needs to get preventive medical care.
- Employee must care for a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition, or who needs medical care.
- The School closes due to a public health emergency or employee needs to care for a child whose school or child care provider closed due to a public health emergency.
- Employee or his or her family member may be the victim of any act or threat of domestic violence or unwanted sexual contact, stalking, or human trafficking and such employee needs to take actions necessary to restore the physical, psychological, or economic health or safety of employee or his or her family members or to protect those who associate or work with employees, including to:
  - Obtain services from a domestic violence shelter, rape crisis center, or other services program.
  - Participate in safety planning, relocate, or take other actions to protect employee's safety or that of your family members, including enrolling children in a new school.
  - Meet with an attorney or social service provider to obtain information and advice related to custody; visitation; matrimonial issues; orders of protection; immigration; housing; discrimination in employment; housing, or

consumer credit.

- File a domestic incident report with law enforcement or meet with a district attorney's office

The law recognizes the following individuals as "family members":

- Any individual whose close association with the employee is the equivalent of family
- Child (biological, adopted, or foster child; legal ward; child of an employee standing in *loco parentis*)
- Grandchild
- Spouse; Domestic Partner
- Parent; Grandparent
- Child or Parent of an employee's spouse or domestic partner
- Sibling (including a half, adopted or step sibling)
- Any other individual related by blood to the employee

Any employee feeling ill or unwell is encouraged to stay home. An employee who will be out sick, must notify their immediate supervisor by 6 am on the day they will be out or as soon as possible (preferably sooner).

For an absence of more than three (3) consecutive workdays, employees are required to provide documentation verifying that the leave was used for safe or sick leave purposes, as follows:

- for sick leave, The School would require documentation from a licensed healthcare provider prior to the return-to-work date;
- for safe leave, The School would require reasonable documentation signed by a social service provider, a member of the clergy, an attorney, court or police records or a notarized letter by the employee explaining the need for safe leave.

The documentation does not need to specify the reason for the leave. The misuse of sick/safe leave may be cause for disciplinary action, up to and including termination. The School will not retaliate against any employee for using safe/sick leave. Employees have the right to file claims for violation of the New York City Earned Safe and Sick Time Act with the NYC Department of Consumer Affairs ([nyc.gov/paidsickleave](http://nyc.gov/paidsickleave) or dial 311).

## Sick Leave

Unless otherwise provided for or as approved by the Head of School, or authorized by a member of the Board of Trustees, Full Year Employees that are employed by the School on a twelve-month basis are entitled to ten (10) paid sick days per fiscal year (July 1 – June 30). These employees shall accrue sick days in equal monthly increments. Unless otherwise provided for or as approved by the Head of School, sick leave is to be used by employees full-time Full Year Employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, Sick leave can also be used to seek medical diagnosis or medical treatment. Such leave should be taken in situations where reporting to work is not feasible, or where it would jeopardize the well-being of the employee or their colleagues or students.
- Misuse of sick leave is cause for termination of employment.



- For the purposes of this section, “immediate family” is defined as a spouse, domestic partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Head of School.
- Notice of unplanned leave (i.e. sickness) should be provided to the Head of School or designee by 6:00 A.M on the day of the leave, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Head of School or designee to find a suitable replacement for the day.
- Employees absent for three (3) or more days must sign Employee Verification Regarding Authorized Use of Earned Safe & Sick Leave form upon return to work
- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the employee’s supervisor at least five (5) days in advance.
- Notice of total Sick Leave used should be provided to the Director of Operations or Head of School upon an employee’s return to work.
- Sick Leave shall be used in increments of one-half workday.
- Up to five (5) unused sick days per fiscal year may be carried over and used in the following year.

## Parental Leave

Regular, full-time employees who have been employed with the School for at least 1 year and who are Primary Caregivers (as defined below) may take up to six (6) weeks of *paid* Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

Regular, full-time employees who have been employed with the Company for at least 1 year but who are not a Primary Caregiver may take up to three (4) weeks of *paid* Non Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

Regular, full-time employees who have been employed with the School for less than 1 year and who are Primary Caregivers (as defined below) may take up to **three (3) weeks** *paid* Primary Caregiver Leave and nine (9) weeks unpaid leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Regular, full-time employees who have been employed with the Company for less than 1 year but who are not a Primary Caregiver may take up to two (2) week of paid Non Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

“Primary Caregiver” is generally defined as an individual who has exclusive care responsibility for the child for a significant fraction of the day during the regular workweek, but the definition will vary across family situations, as determined by the School.



## Short-Term Disability Insurance

In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State short-term disability insurance after the 8<sup>th</sup> consecutive day of absence due to a disability. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or the Head of School's designee. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## Long-Term Disability Insurance

The School provides all eligible full-time employees with long-term disability insurance. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or the Head of School's designee. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## Disability Leave

Under the terms of the School's disability policies, an employee will be considered disabled if, due to sickness or injury; they are unable to perform any of the material and substantial duties of their regular job responsibilities. During a period of disability, the Employee will be granted Disability Leave of up to 12 weeks within a 12-month period, measured forward from the date that the employee's first disability leave begins. Disability Leave counts towards the 12 weeks overall limit on all leave permitted for each employee during a twelve-month period. During Disability Leave, the employee will receive the benefits provided by the applicable short or long term insurance policy.

An employee returning from Disability leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceded the period of Disability Leave. If the Disability Leave period exceeds 12 weeks, the School may need to modify the Employee's duties/responsibilities.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the disability benefits offered. The plan documents are available from the disability insurance provider and school administration.

## Bereavement Leave

An active, full-time employee who suffers the loss of a family member and wishes to take time off will be granted a paid bereavement leave according to the following schedule:

- Up to five (5) consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's immediate family member, defined as: spouse or domestic partner, natural/step/foster child, son- or daughter-in-law, natural/step/foster/in-law parent, son-in-law, daughter-in-law, natural/step/foster sibling, grandparent, grandchild, an adult who stood in loco parentis to the employee during childhood, or any relative residing in the same household

- One (1) day off from regular scheduled duty with regular pay in the event of death of the employee's extended family member, defined as: brother-in-law, sister-in-law, aunt, uncle, cousin, or spouse's grandparent.
- If travel is required you will have up to three days off from regular schedule duty with regular pay.

The employee may use any earned, unused personal days for additional time off. The Head of School may also grant additional unpaid time off on a case-by-case basis as needed.

Employees under discipline for attendance issues may be required to provide documentation with regard to their bereavement leave.

### Spousal Military Leave

As a New York employee, you are entitled to an unpaid leave of up to ten (10) days if your spouse is a member of the armed forces who has been deployed during a period of military conflict to a combat theater or combat zone of operations (or a member of the National Guard or Military Reserves deployed during a period of military conflict), when the service member is on leave from active duty. The School will not retaliate against you for requesting or obtaining a leave of absence in accordance with this policy.

### Blood Donation Leave

Employees who work at least 20 hours per week may take up to three hours of unpaid leave in any 12-month period to donate blood. The School asks that employees attempt to schedule such leave time during non-working hours. Employees should give no fewer than three days' notice prior to taking blood donation leave. Retaliatory actions against an employee for requesting or obtaining leave pursuant to this policy are prohibited.

### Bone Marrow Donation Leave

Employees who work at least 20 hours per week may take up to 24 hours of unpaid leave to undergo a medical procedure to donate bone marrow and/or recover from such donations. The leave is not to exceed 24 work hours unless agreed to by the School. The School asks that employees attempt to schedule such leave time during non-working hours. Retaliatory actions against an employee for requesting or obtaining leave pursuant to this policy are prohibited.

### Victim and Witness Leave

The School recognizes an employee's rights to paid time off for the following reasons:

- to exercise their rights as a victim as provided by the Criminal Procedure Law and the Executive Law;
- to consult with the District Attorney as provided in the Criminal Procedure Law;
- to exercise rights as provided by law prior to appearing as a witness.

Under the law, "victims" include the aggrieved party or the next of kin of a deceased aggrieved party; the representative or guardian of a victim; a Good Samaritan (citizen who assists in an arrest or prevents a crime); or a pursuing application for or enforcement of an order of protection under the Criminal Procedure Law or the Family Court Act. When

practicable, employees must provide notice to their immediate supervisor for leave to be approved.

### Leaves With or Without Pay

The Head of School, with permission from the Board of Trustees has the authority to provide leave with or without pay to any employee providing that it is in the best interest of the School and/or the Hebrew Public Network.

### Limitations on Leave

Employees are limited to a total of 12 weeks of combined Family or Medical Leave during any 12 month period. FMLA Leave and NYPFL run concurrently. In no event may an employee take more than 12 weeks of Family or Medical leave during a single year, and employees are not permitted to extend their total leave by combining different types of leave. The time limits specified for each type of leave is an annual limit, not calculated per occurrence, and each time any leave is taken counts towards the annual limit. Therefore, each time an employee takes Family Leave, the amount of leave is subtracted from their then-current leave balance. Personal days will not accrue while on leave.

### Benefits Continuation While on Leave

Your current group insurance plan benefits will continue while on Family or Medical Leave on the same basis as if you had been continuously employed during your period of leave, including any applicable employee contribution to the cost of those benefits. To the extent that your leave is paid, your portion of health insurance premiums, if any, will be deducted from your salary. While on unpaid leave, if you fall more than thirty (30) days in arrears for any required employee contributions (i.e. those contributions that would otherwise be deducted from your pay), coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. The School will give you notice prior to discontinuing your health insurance coverage. You will not accrue vacation or seniority during Family or Medical Leave. Family or Medical Leave time will count toward eligibility and vesting service under the School Retirement Plan.

### Requests for Leave

To request Family or Medical Leave, the employee must give the School written notice by completing the Employer's Request for Leave form and submitting it to the Director of Operations. The Employer's Request for Leave form is available from the Director of Operations. When the need for leave is reasonably foreseeable, employees must give written notice to the School at least thirty (30) days in advance of the need for leave. If an employee fails to give advance written notice for foreseeable leave, the leave may be denied until at least thirty (30) days after the date of the notice is provided. If the leave must begin in less than thirty (30) days, employees must give their supervisor as much advance notice as is practicable. If leave is necessary for planned medical treatment, employees must attempt to schedule treatment so as not to disrupt the operations of the School. Employees should consult with their supervisors prior to the scheduling of the treatment.

### Required Documentation

In the case of Medical Leave, the employee must provide a completed medical

certification by a health care provider as to: (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition, and a statement that the employee is unable to perform the functions of the employee's position.

In the case of Family Leave, the Employee must provide a statement that the employee is needed to care for a family member and the expected duration of such need. If an employee requests intermittent leave or a reduced work schedule, the School also will require certification that such type of leave is medically necessary and verification as to the dates and duration of treatment and of the expected duration of the leave.

Employees must submit the required certifications within fifteen (15) days of requesting Family or Medical Leave in connection with a serious health condition. Failure to provide adequate certification in a timely manner may result in a delay of leave. If the School has reason to doubt an employee's or an employee's family member's initial certification, the School may: (i) with the employee's permission, have a designated health care provider contact the employee's or employee's family member's health care provider in an effort to clarify or authenticate the initial certification; and/or (ii) require the employee or the employee's family member to obtain a second opinion by an independent, designated provider at the expense of the School. If the initial and second certifications differ, the School may, at its expense, require the employee or employee's family member to obtain a third, final and binding certification from a jointly selected health care provider.

### Intermittent or Reduced-Schedule Leave

When medically necessary, an employee may take Family or Medical Leave on an intermittent or reduced schedule to care for a sick family member or because of the employee's own serious health condition. Leave taken intermittently is still limited to a total of 12 weeks in a 12-month period. During an intermittent or reduced-schedule leave, the School may require an individual to transfer temporarily to an alternative position with equivalent pay and benefits.

### Employee Status during Leave

Employees will not accrue PTO during the Family or Medical Leave period. During the leave, employees on leave for their own serious health condition or the serious health condition of a close family member may be asked to submit medical re-certifications from time to time during the leave. During the leave, the School may require employees to provide written notification on their intent to return to work. If the anticipated return to work date changes and it becomes necessary to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of the changed circumstances and new return to work date. If the employee gives the School notice of his or her intent not to return to work, the employee will be considered to have voluntarily resigned. Employees are not permitted to engage in other employment while they are absent from the School under this policy, without prior approval of the School. Violation of this policy may lead to disciplinary action, up to and including termination of employment.

### Employee Status after Leave

Employees on leave should provide the School with at least one-week's written notice of

their intent to return to work. In the case of Family, Medical, or Disability Leave, included in this notice should be a doctor's certification confirming the Employee's medical ability to return to work. The School reserves the right to require a medical examination by a physician of the School's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee coming off Medical Leave to the same job or a similar job as they held prior to the Leave, subject to staffing needs and School needs that may exist. If an employee has a continued absence from work after the period of the Leave granted, and has not made other arrangements approved by the Head of School, the Employee will be deemed to have voluntarily resigned from employment. The School may choose to exempt certain highly compensated employees from this requirement. Any employee who fraudulently obtains family and medical leave will be subject to immediate discipline, up to and including termination.

Subject to limitations specified below, upon return from Family or Medical Leave, the School will attempt to reinstate the Employee in the same position they held before the leave or an equivalent position with equivalent pay, benefits and other employment terms. If, during the leave period, the employee's position is eliminated or restructured, reasonable efforts will be made to restore the individual to a comparable position. However, employees who have taken Family or Medical Leave have no greater right to job restoration than if they had been continuously employed.

### **Failure to Return to Work Following Family, Medical or Disability Leave**

Failure to return to work following the conclusion of Family, Medical, or Disability Leave will be considered a voluntary resignation. Unless an employee's failure to return to work is caused by the Employee or Employee's family member's serious health condition or another circumstance beyond the Employee's control, the School may recover health insurance premiums that the School paid on the Employee's behalf. If an employee's failure to return to work is caused by the Employee's or Employee's family member's serious health condition, the School may require the employee to provide medical certification of the employee's or employee's family member's serious health condition.

An employee who is absent for a period following Family, Medical, or Disability leave of at least three (3) days without notifying the Head of School or the Head of School's designee will be considered to have resigned effective on the initial date of absence. The Head of School or the Head of School's designee will make the determination of unauthorized absence.

### **Additional Information**

For further information or clarification about Family or Medical Leave, please contact Human Resources.

## **PROFESSIONAL CONDUCT OF EMPLOYEES**

### **Code of Ethics and Standards of Conduct**

The successful operation and reputation of the School are built upon principles of ethical conduct of our employees. The School's reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as a scrupulous regard

for the highest standards of conduct and personal integrity. The School will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

## Confidentiality

Employees of the school shall not, in any way, release any information about this School, its activities, or its personnel except: (1) as required by their duties; (2) with the express consent of the Head of School and (3) in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law or regulation, or published School policy.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or created by reason of employment with this School, unless otherwise directed by the Head of School. Any employee with any concern or issue relating to the proper sharing of Confidential Information should consult with their supervisor or the Head of School before sharing any such information with anyone. Employees in possession of documents or other material containing confidential or personal information about the School, its personnel, or its activities are required to return such information to the Head of School upon termination or resignation.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at the School, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, School parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person inside or outside of the School. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Head of School.

Confidential information includes, but is not limited to, the following examples:

1. Student records
2. Financial information
3. Personnel records
4. Payroll records
5. Computer programs, codes, processes and passwords
6. Business processes and practices
7. Marketing information
8. Legal information
9. Vendor and supplier lists
10. Personnel lists and organizational charts
11. Personal information regarding School parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Head of School prior to the disclosure. Failure to follow this policy will result in disciplinary action, up to and including termination of employment. An



employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the

### Copyrights/Work for Hire

Employees acknowledge that the entire right, title, and interest of any and all writings, works of authorship, and other creations that they prepare, create, write, initiate or otherwise develop in the course of their employment by the School, shall be the sole property of the School. This includes, but is not limited to, any development of a curriculum or other educational material or process. These works are "works for hire" and shall be the School's sole and exclusive property, whether in copyright, patent or trademark. For items covered by this paragraph, employees hereby assign and transfers to the School all rights, title and interests in all such works or items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in the School's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the School for use of their copyrighted, trademarked and patented materials.

### Conflict of Interest

It is imperative that the School, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly affect the mission of the School. Employees of the School must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism to themselves or to the School.

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee because of the School business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she disclose that relationship to the Head of School immediately so that safeguards can be established to protect all parties.

Common conflicts, which employees should avoid, include, but are not limited to:

1. Using proprietary or confidential information for personal gain or to the School's detriment;
2. Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than the minimal value from a vendor or someone seeking to do business with the School (as noted elsewhere);

3. Using the School's assets or labor for personal use; and
4. Instances where an employee or an employee's relative or someone with a close personal relationship has significant ownership in the vendor or firm with which the School does business.

If the School finds that any employee has engaged in any conduct, which presents a conflict of interest with the School, such an employee is subject to discipline, up to and including termination of employment.

### Ban On Acceptance of Gifts

In accordance with the Conflict of Interest Provision contained in this Handbook, no employee of the School is permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

1. Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
2. Elected officials or their representatives;
3. Candidates for public office or their representatives; or
4. Political party officials or their representatives.

The Head of School and the Board of Trustees may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Head of School.

### Independent Fundraising

Any fundraising efforts organized by an Employee on behalf of the School, to benefit the School, or that use the School name, must be approved by the Head of School and the Network External Relations Department.

### No Solicitation

In the interest of efficiency and security, the School's general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees and non-employees are prohibited from soliciting or distributing literature in work areas or during work time.

### Personal Appearance/Dress Code

All employees are expected to present themselves professionally and appropriately at all times during working hours. Everyone should be clean, neat and well-groomed and avoid extremes in dress including, but not limited to, ripped clothes, shorts or overly revealing clothing. Employees should feel free to seek clarification from their supervisors or from the Head of School regarding the appropriateness of workplace attire.

### Separation of Church and State

The School is a public school and public schools may not instruct students in any religion, although teaching about religion from a purely secular, academic viewpoint is



permitted. Each employee will participate in professional development to ensure that proper guidelines are followed at all times with no exception. If a staff member willingly and knowingly teaches about religion in an improper way as a public-school employee of the School, such an employee is subject to discipline, up to and including termination of employment. Staff members are also not permitted to supervise or otherwise participate in non-instructional religious clubs or activities taking place on campus, except in a purely custodial capacity.

### Problem/Conflict Resolutions

In the event of a problem or dispute with other personnel or adults, the employee is encouraged to make good faith effort to work with the adversarial party to the dispute to resolve the conflict. It is expected that employees at the School will conduct themselves as mature adults and human beings who model conflict resolution techniques at all times. This effort will consist of problem identification, possible solutions, selection of resolution, the process for implementation of the resolution and a follow-up. In the case, that the conflict is not resolved after a good faith attempt as outlined above the employee may submit the grievance to the School supervisor for resolution.

### Outside Employment

Employees are requested to disclose in writing any other employment, self-employment, consulting, volunteer or board membership activities in which they are engaged while an employee of the School. If said activities were not mentioned at the time of hire, they must be reported to the Head of School prior to commencing work. If said activities are “new” activities during the time of employment, they must be disclosed immediately. Where a conflict of interest exists, the employee will be notified and may be required to cease such activity or refrain from initiating the activity.

### Student, Parent and Guardian Communication

Employee interactions with students in our schools must be reasonable, professional, and appropriate at all times. With the exception of additional work activity that has been specifically approved by an employee’s supervisor, or approved off-hour field trips or similar activities, no employee may communicate directly (including through text, email or social media) with students outside of school hours. Staff are not allowed to visit with students outside of school property without explicit written permission from the Head of School. Staff who violate this policy will be subject to disciplinary action. When communication is necessary, it should be channeled through parents/guardians or occur when parents/guardians are present. In addition, teachers should make every effort to communicate regularly with parents/guardians about their children’s progress and make themselves available to answer questions when needed. Communication should be professional and courteous at all times. All teachers are expected to respond to parent inquiries within one business day of receipt.

### Colleague Communication

Just as with parents, employees are expected to communicate in a timely and professional manner with other members of our team. Any emails, texts, voicemails, or other electronic communication from a coworker that seeks a response should be responded to within one business day.

## Publicity

From time to time, the school may secure photograph(s), video(s), or audio recording(s) of employees engaging in various work and non-work activities and the school may want to publicize for commercial reasons the photograph(s), video(s), or audio recording(s) in various media such as but not limited to brochures, school's website, social media sites (e.g., Facebook, etc.), training material, etc. As such if an employee does not want his/her persona, which includes but is not limited to name, voice, signature, photograph, image, likeness, distinctive appearance, etc. to be used by the school, the employee is responsible for notifying the Head of School or their designee in writing of his/her intentions to be excluded from such publicity.

## In-Person Communication

Personal contact between adults and students must be nonsexual, appropriate to the circumstances and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits; • Visiting the homes of students without the knowledge and permission of parents/guardians;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

## Electronic Communication

Digital technology and social networking provide multiple means for educators and other School employees and volunteers to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents, nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults must restrict one-on-one, electronic communications with individual students to accounts, systems and platforms that are provided by and accessible to the School's administration and leadership.

If an adult does not have access to a School approved communication device and there is a time sensitive, school-related matter that must be communicated to students, the adult may use a personal communication device or personal social media to communicate this information to the student's parent/guardian. The adult must note the date, time and nature of the contact and make this information available to a supervisor upon request.

## Drug- and Alcohol-Free Workplace/Drug Screening

It is the policy of the School to create a drug-free workplace in keeping with the spirit and intent of the Drug-Free Workplace Act of 1988. The unlawful manufacture distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while

engaged in business off premises, such as at a parent's/guardian's home, is strictly prohibited.

Drug and/or alcohol testing may be required if the School has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

Employees, agents and contractors shall not engage in the use, possession or sale of alcohol or illegal drugs during work hours within our school property or in a school vehicle or any time when conducting school business. Nor shall they report to work under the influence of such substances or display evidence of having used such substances. Further as role models for our students and as representatives of the school, employees, agents and contractors shall not engage in the unlawful use, possession or sale of controlled substances during their off duty hours.

For the avoidance of doubt, while the use of certain types of cannabis/marijuana has been decriminalized in New York State, the use of cannabis/marijuana (in any form) is strictly prohibited while on School grounds. School employees are also prohibited from using/consuming cannabis/marijuana prior to arriving at work if doing so may impair their ability to completely, effectively and safely perform their duties.

### Smoking

As per New York State law, the use of any tobacco product is not permitted anywhere on School premises. Employees who violate any aspect of this policy may be subject to disciplinary action, up to and including termination of employment. At its discretion, the School may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

## **POLICY AGAINST VIOLENCE OR HARASSMENT IN THE WORKPLACE**

### Violence Not Permitted

The School is committed to preventing workplace violence. The School has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of the School.

The School will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

Immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

The School will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the School may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, up to and including termination of employment, and may face criminal charges.

The School encourages employees to bring their disputes or differences with other employees to the attention of their supervisors.

### Sexual Misconduct and Abuse Prohibited

The School provides students with a safe and supportive learning environment. The responsibility to protect students from sexual misconduct and abuse is shared by School/Network staff, Administrators, Teachers, and other School employees and volunteers. The School encourages healthy relationships between students and adults that promote student achievement and success. At the same time, clear and reasonable boundaries for interactions between students and adults are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations.

This policy applies to School employees, School volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as “adults”.

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes but isn't limited to dating; making sexual advances; seeking romantic or sexual relationships; having conversations of a sexual nature not related to the adult's professional responsibilities; and sexual contact. Adults who violate this policy may also be subject to legal consequences.

### Reporting of Violations

All School personnel are required to report any case of suspected sexual misconduct or abuse to the Head of School and/or a Human Resources representative and to the State Central Register of Child Abuse and Maltreatment (“SCR”) pursuant to §413 of the Social Services Law.

In addition, School personnel are required to report suspected incidents of violations of this policy regarding in-person and electronic communications with students to the Head of School and/or a Human Resources representative. School employees who are

not based in a school are to immediately report suspected incidents of violations of this policy to their department head or designee.

### Investigation and Consequences for Violations

The Head of School with Human Resources and/or representatives from the Network or designee shall investigate reports of suspected violations of this policy. School employees are subject to disciplinary procedures for violation of this policy up to and including termination. In the case of termination of employment for sexual misconduct or abuse, the School will notify the appropriate regulatory agency.

### Harassment Not Permitted

The School is committed to providing a work environment that is free from harassment and where everyone is treated with dignity and respect. All employees share the responsibility to create and maintain a safe, respectful, and positive work environment and are therefore required to abide by this policy.

As such, all types of harassment are prohibited at all times and will not be tolerated. Each individual has the right to work in a professional atmosphere that prohibits discriminatory practices, including sexual harassment and harassment based on race, color, religion, national origin, sexual orientation, age, handicap, disability, or any other category protected by law. The purposes of this policy against harassment are to educate all of our employees about what may constitute harassment, to notify everyone who works here that the School will not condone or tolerate harassment, and to establish a procedure which encourages anyone who feels they have been subjected to harassment to report such conduct to representatives of the School, who will investigate and respond to any report. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors and consultants.

All employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with the School must abide by this policy.

### Definition of Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability, or any other legally protected characteristic. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment may include demands that an employee alters or renounce some religious belief in exchange for job benefits; and sexual harassment is defined more specifically below. The School's policy is to prohibit behavior based on a person's race, color, religion, sex, national origin, sexual orientation, age, handicap, disability or any other legally protected characteristic that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Regardless of whether any single instance of improper behavior described below rises to the level of harassment prohibited by law, it is the School's policy that such

behavior is inappropriate and offensive, and it will not be tolerated. Examples of behavior that violate this policy and may constitute harassing conduct include, but are not limited to:

- epithets, slurs, quips, or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap, disability, or any other category protected by law;
- threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability;
- written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability and that is placed on walls, bulletin boards, or elsewhere on the School's premises, or circulated or displayed in the workplace; or
- "jokes," "pranks" or other forms of "humor" that is demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability.

### Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will maintain confidential records of all complaints and how each was investigated and resolved.

### Responsive Action

The School will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation. Responsive action may include, for example, mandatory training or referral to counseling and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures as the School believes will be effective in ending the misconduct and correcting the effects of the harassment.

### False and Malicious Accusations

False and malicious accusations of sexual or other harassment, as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, up to and including termination of employment.

### Summary of Responsibilities

Employees (this includes all employees of the School) must: a) Refrain from all conduct which might be considered discrimination or harassment.

- b) Report complaints to a supervisor or the Head of School, who will treat such information with sensitivity to its confidential nature. c) Cooperate reasonably in any investigation conducted by the School or its agent.

Supervisors (this includes all employees to whom other staff members report) must:

- a) Maintain a workplace free of discrimination, harassment, and intimidation.
- b) Inform employees of the School's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially,



- to the Head of School.
- c) Report all complaints of discrimination and harassment to the Head of School.
  - d) Investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including termination of employment.
  - e) Be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
  - f) Refrain from any retaliation against any employee for bringing a good faith complaint.

Administration (this includes the School Leader(s) must:)

- a) Educate and train employees at each level.
- b) Ensure that all Supervisors and employees are apprised of the School's policy against discrimination and harassment and of their responsibilities hereunder.
- c) Meet with employees during orientation upon their hire to review the Policy and the types of conduct prohibited.
- d) Assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the Administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

The Board of Trustees must:

- a) Listen to each complaint.
- b) Ensure availability and access if the complaint concerns the Head of School. To ensure action is taken if the complaint concerns the Head of School.

### Annual Sexual Harassment Training

As required by law, annually, the School provides online training that satisfies both the New York State and New York City sexual harassment prevention training requirements.

### Policy Against Sexual Harassment

Hebrew Public and the School are committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. Hebrew Public and the School have a zero-tolerance policy for any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of Hebrew Public and the School's commitment to a discrimination-free work environment. Sexual harassment is against the law. All employees have a legal right to a workplace free from sexual harassment, and employees can enforce this right by filing a complaint internally with the School, or with a government agency or in court under federal, state or local antidiscrimination laws.

### Policy

1. This Policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with both Hebrew Public and the School
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to

remedial and/or disciplinary action, up to and including termination.

3. **Retaliation Prohibition:** No person covered by this Policy shall be subject to adverse employment action including being discharged, disciplined, discriminated against, or otherwise subject to adverse employment action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Hebrew Public and the School have a zero-tolerance policy for such retaliation against anyone who, in good faith complains or provides information about suspected sexual harassment. Any employee of the School who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. Any employee, paid or unpaid intern, or non-employee<sup>1</sup> working in the workplace who believes they have been subject to such retaliation should inform a supervisor, manager, or the Hebrew Public Human Resource Director. Any employee, paid or unpaid intern or non-employee who believes they have been a victim of such retaliation may also seek compensation in other available forums, as explained below in the section on Legal Protections.<sup>1</sup>  
A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employee.
4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and subjects Hebrew Public and the School to liability for harm to victims of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who knowingly allow such behavior to continue, will be penalized for such misconduct.
5. Hebrew Public and the School will conduct a prompt, thorough and confidential investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.
6. All employees are encouraged to report any harassment or behaviors that violate this policy. Hebrew Public and the School will provide all employees with a complaint form for employees to report harassment and file complaints.
7. Managers and supervisors are required to report any complaint that they receive or any harassment that they observe to the Hebrew Public Director of Human Resources.
8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be posted prominently in all work locations and be provided to employees upon hiring.

### What is “Sexual Harassment”?

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and the status of being



transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

Any employee who feels harassed should complain so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

### Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical assaults of a sexual nature, such as:
  - o Touching, pinching, patting, grabbing, brushing against another employee's body or poking another employees' body;
  - o Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
  - o Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion or other job benefits or detriments;
  - o Subtle or obvious pressure for unwelcome sexual activities.
- Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
  - o Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell

phones and sharing such displays while in the workplace.

- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
  - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
  - Sabotaging an individual's work;
  - Bullying, yelling, name-calling. Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender.

### Who can be a target of sexual harassment?

New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. A perpetrator of sexual harassment can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

### Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

### What is "Retaliation"?

Unlawful retaliation can be any action that would keep a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation. Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- filed a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- complained that another employee has been sexually harassed; or ● encouraged a fellow employee to report harassment.

Reporting Sexual Harassment. Preventing sexual harassment is everyone's responsibility. Hebrew Public cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid, intern or non-employee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, manager or the Hebrew Public Human Resource Director. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager or Chief Talent Officer.

Reports of sexual harassment may be made verbally or in writing. A form for submission

of a written complaint is available from the Chief Talent Officer and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf. Employees, paid or unpaid interns or non-employees who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

### Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to Chief Talent Officer.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

### Complaint and Investigation of Sexual Harassment

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent possible.

### Informal Complaint Procedure

The School encourages, but does not require, individuals who believe they are being harassed to promptly notify the offender that his or her behavior is unwelcome. If for any reason an individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the harassment, the individual should notify his/her supervisor who may speak to the alleged harasser on the individual's behalf. An individual reporting sexual or other harassment should be aware, however, that the School may decide it is necessary to take action to address the harassment beyond an informal discussion into an investigation. The decision will be discussed with that individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

### Formal Complaint Procedure

If an employee believes that he or she has been harassed by any School employee, student, vendor, client, or other school contact, the employee should immediately report the incident to his or her supervisor, or Human Resources by filing out the "Complaint Form". If an employee is either unsure of the appropriate person to contact or has not

received a satisfactory response within five (5) business days of reporting an incident, the employee should contact Human Resources directly.

If the employee is uncomfortable making the report to his or her supervisor, Human Resources and the Head of School, the employee should make the report directly to the Board of Trustees.

### Investigation

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, and should be completed within 30 days. The investigation will be confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators will be accorded due process to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Employees who participate in any investigation will not be retaliated against.

#### **Investigations will be done in accordance with the following steps:**

- Upon receipt of complaint, Human Resources will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is oral, encourage the individual to complete the “Complaint Form” in writing. If he or she refuses, prepare a Complaint Form based on the oral reporting.
- If documents, emails or phone records are relevant to the allegations, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
  - A list of all documents reviewed, along with a detailed summary of relevant documents;
  - A list of names of those interviewed, along with a detailed summary of their statements;
  - A timeline of events;
  - A summary of prior relevant incidents, reported or unreported; and
  - The final resolution of the complaint, together with any corrective action(s).
- Keep the written documentation and associated documents in the employer’s records.
- Promptly notify the individual who complained and the individual(s) who responded of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who complained of their right to file a complaint or charge externally as outlined below.

## Legal Protections and External Remedies

Sexual harassment is not only prohibited by Hebrew Public and the School, but is also prohibited by state, federal, and, where applicable, local law. Aside from the internal process at the School, employees may also choose to pursue legal remedies with the following governmental entities at any time.

### New York State Division of Human Rights (DHR)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees regardless of immigration status. A complaint alleging a violation of the Human Rights Law may be filed either with DHR or in New York State Supreme Court.

Complaints with DHR may be filed any time within three years of the sexual harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, within three years of the alleged harassment. An individual may not file with DHR if they have already filed an HRL complaint in state court.

Complaining internally the School does not extend your time to file with DHR or in court. The three years is counted from the date of the most recent incident of harassment. You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR. DHR will investigate your complaint and determine whether there is probable cause to believe that discrimination has occurred.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458, (718) 741-8400 or by going to, <http://www.dhr.ny.gov/>.

### United States Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

If an employee believes that he/she has been discriminated against at work, he/she can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (1-800-669-6820 (TTY)), visiting their website at [www.eeoc.gov](http://www.eeoc.gov) or via email at [info@eeoc.gov](mailto:info@eeoc.gov). If an individual filed an administrative complaint with DHR, DHR will file a complaint with the EEOC to preserve the right to proceed in federal court.

### Local Protections

Many localities enforce laws protecting individuals from sexual harassment and

discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit [www.nyc.gov/html/cchr/html/home/home.shtml](http://www.nyc.gov/html/cchr/html/home/home.shtml)

### Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

### Grievance Policy

The Grievance Policy formalizes the process for conflict resolution and provides School employees with a pathway for raising and resolving concerns. If there is a concern that is not resolved by the Head of School, or the employee does not feel comfortable discussing it directly with the Head of School (or if the complaint involves the Head of School), a formal complaint may be filed through Human Resources.

The Grievance Policy is used when employees have concerns about:

- Specific allegations of unlawful discrimination in employment based on the employee's race, color, age, national origin, religion, sex, sexual orientation, disability, military or veteran status, genetic information, medical condition, or any other legally protected characteristic;
- Specific allegations of unlawful discrimination or retaliation based on the employee's exercise of legally protected rights;
- Specific allegations of adverse personnel action based on the employee's good faith report to an appropriate law enforcement authority of a violation of law by the School or the School's employee(s), i.e., "whistle-blower complaints."

Early reporting and intervention have proven to be the most effective method of resolving conflicts. Therefore, we strongly urge the prompt reporting of complaints or concerns within five (5) days of the occurrence so that rapid and constructive action can be taken.

The steps outlined below are listed in order of escalation. If during any particular step, a resolution has been reached, the Grievance Policy concludes, and the employee does not need to escalate the process further.

1. Employee attempts resolution with the other party.
  - As a first step, Employee should informally attempt to resolve the conflict with the other party. If a resolution is unsuccessful, the Employee should proceed to discuss the matter with their direct supervisor.
2. Employee then speaks with his/her direct supervisor in an attempt to resolve the matter with the other party. If a resolution is still unsuccessful *or* if the conflict is between the Employee and his/her direct supervisor, Employee should proceed to



initiate a formal complaint with the Head of School (or in the case that the conflict is with the Head of School, to Human Resources).

3. Employee submits a formal complaint to the Head of School (or in the case where the complaint is about the Head of School, to Human Resources) in writing.
  - In the formal complaint, Employee outlines the conflict's facts and sequence of events. If the complaint is not related to the Head of School, the Head of School will then review the complaint to decide if Human Resources should be involved. The Head of the School will first determine whether he/she can find an immediate resolution.
4. If the matter is still not resolved (or if the complaint is about the Head of School), Human Resources will then begin the investigation process.
  - The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant information. Employees who participate in any investigation will not be retaliated against.
  - After the investigation has been concluded and a determination has been made, Human Resources will promptly notify the Head of School of its decision and implement any corrective actions deemed appropriate in the given circumstances.
5. If the Employee is not satisfied with the Head of School or Human Resources' determination (as applicable), Employee may appeal to the appropriate Network Leadership. The Network Leadership will then investigate the complaint and respond in a timely manner.
6. If the employee is not satisfied with The Network Leadership's determination, Employee may appeal to the appropriate School's Board of Trustees by emailing [boarhla@hebrewpublic.org](mailto:boarhla@hebrewpublic.org) or HLA or [boardhla2@hebrewpublic.org](mailto:boardhla2@hebrewpublic.org) for HLA 2 or [boardsihp@hebrewpublic.org](mailto:boardsihp@hebrewpublic.org) for SIHP. The School's Board of Trustees will then investigate the complaint and respond in a timely manner.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. The School and Hebrew Public will take steps to ensure the preservation of all information relevant to the complaint(s). Additionally, if, after investigating any complaint, the School and Hebrew Public determines that the complaint was not made in good faith and/or that an employee has provided false information, disciplinary action may be taken against the individual who filed the complaint and/or who gave the false information, up to and including termination of employment.

#### Procedure for Formal Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the School's Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such formal complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than thirty (30) days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the School's Board of Trustees has not adequately addressed the formal complaint, the individual or group may then present the complaint to the School's charter entity, which for HLA is the New York Department of Education ("DOE"), and for HLA 2 and SIHP is the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed. Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate.

For HLA, the process for bringing a complaint to the DOE can be found by emailing: [charteroversight@schools.nyc.gov](mailto:charteroversight@schools.nyc.gov)

For HLA 2 and SIHP, the process for bringing a complaint to the Board of Regents can be found at: <http://www.nysed.gov/charter-schools/complaint-process>

The complaint may be submitted via email to the Board of Regents at [charterschools@nysed.gov](mailto:charterschools@nysed.gov), or by writing to the Board of Regents at the following address:

New York State Education Department Charter School Office  
Room 5N Mezz  
89 Washington Avenue  
Albany, NY 12234  
(518) 474-1762

## **SAFETY**

### **Student Accidents or Medical Emergencies**

In the event of a medical emergency, immediately notify the Head of School or their designee and call 911. The Head of School or their designee will go to the scene of the emergency.

### **Police Involvement with Students**

In the absence of parental consent, the police may not question a student suspected of



committing a crime nor may they question a student victim or witnesses unless there is a continued threat of imminent danger. In investigations of child abuse, the school must permit the NYPD to interview the child without parental notification or consent if the suspect is the parent, custodian or guardian. If the NYPD interview a student, children under the age of 18 may not be interviewed without the presence of a parent or the Head of School/designee. Except in cases of health or safety emergencies or child abuse investigations, a student's home address, phone number and other student record information may not be provided without a lawfully authorized subpoena or parental consent.

## Safety Plan

The School will have an annual school safety plan in place in conjunction with the NYCDOE and the NYPD. The Safety Plan will include information on operations, schedules, staff, offices, chain of command, yard duty assignments, hall duty assignments, arrival/dismissal information, AED information and additional school activities. In addition, the information will be provided regarding safety evacuation procedures and medical emergency response information. It is the expectation that each employee will adhere to the guidelines in the safety plan. Each school will be evaluated on its readiness to execute its safety plan, evacuation procedures and medical emergency procedures.

## CPR and Defibrillation

The School has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight, automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at any time, it is vital to know what to do and who to call to perform CPR and defibrillation.

## Fire Drill / Evacuation Procedures

The School conducts fire and other emergency drills in accordance with applicable state and local laws. All employees are expected to participate in such drills, as building and safety personnel require.

## Visitors in the Workplace

To maintain safety and security, only authorized visitors are allowed in the School. No visitors (children, parents, spouse, partners, or friends) may come to the School without official prior approval from the Head of School or the Head of School's designee. All visitors must sign in at the main desk and show a legal identification. All visitors must enter the Main Office and express the purpose of their visit for approval by the Head of School or the Head of School's designee. Unless staff has planned visits in their schedules, the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

## Security in the Schools

The maintenance of safety and good order is the collective responsibility of all school staff, parents, students and agencies such as the NYPD/NYCDOE Division of Safety. Employees are expected to cooperatively consult and work with the Head of School and School Safety Agents on all matters related to safety. It is expected that they notify each other promptly of incidents that occur on school property. Therefore, employees shall notify the Head of School or the Head of School's designee of any school related crime, sexual misconduct, medical emergency or child abuse allegation or incident. It is expected that employees cooperate in completing any incident reports in order to provide a sufficient, detailed factual description of the incident.

### Building Security

- External doors should never be propped open; especially during evenings, weekends, and holidays.
- Make sure that external doors are locked when you leave the School. • When possible, lock classroom doors when you are the last one leaving.
- Make sure that all valuables and computers are properly locked. • Students and teachers should never "let in" strangers. Follow appropriate visitor's policies.
- All visitors must check with security and go directly to the main office prior to meeting with a staff member.
- All visitors must wear a visitor's tag.
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### Personal Belongings

The School is not responsible or liable for personal property that is lost, stolen, or damaged while on School premises. In the interest of safety and security, the School reserves the right to search all bags and containers brought onto the School premises, at any time.

### School-Wide Health

It is the responsibility of the Employee to comply with all health related safety policies as they are implemented by the School. These policies may change and it is essential that each Employee remains up to date on their role in School health measures. If at any point the Employee is unclear about their responsibilities, they must seek clarification from the Head of School.

### School Nurse

A school nurse is available at posted hours. These hours are typically posted on the school nurse's office door (or are available from the director of school operations). If a student is injured, the faculty member in charge must bring him or her to the school nurse. In a medical emergency in school, the School Nurse should be notified immediately. Only the school nurse may determine if a child must go home for medical reasons. In the event that a school nurse is not present, the school must receive permission from a child's parent or legal guardian to allow the child to go home for medical reasons.

### Medication Administration

Except as expressly permitted by the School, School employees, including faculty, are

not to administer medication of any kind (including Tylenol and cough medicine) to students. Only registered nurses and doctors who have proper authorization are permitted to do so, except in the event of a true emergency. Students may not have prescription or non-prescription medication in their possession without the express written consent of the school nurse.

In the absence of a school nurse, only a Head of School, dean, teacher, coach, physical therapist, or occupational therapist, who is authorized and has received training in safely administering medications from a school nurse or licensed physician, may administer oral, topical, inhalant, or injectable medications. No medication (prescription or non-prescription), however, should be administered to any student without the written order of a licensed physician, licensed dentist, advanced practice registered nurse or physician assistant, and the written authorization of a parent or guardian. The administration of medications as prescribed shall be recorded on the Individual Student Medication Form. As each form is completed, the school nurse will file it in the student's cumulative health record.

### Child Abuse or Maltreatment Pursuant to §411 et seq. of the Social Services Law

Pursuant to §413 of the Social Services Law, all School personnel are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include School officials. The hotline is 1-800-635-1522 or 311.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm. Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, School officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a School official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The law guides the mandated reporter to make an oral report to the State Central Register directly. The following procedures should be followed in reporting instances of child abuse and maltreatment.

- If a School employee learns of or suspects a situation of abuse or

maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the building Head of School immediately in order to coordinate the employee's ability to make a call to the State Register.

- The mandated reporter should ask the SCR representative his or her name and the "Call I.D."
- Within 48 hours of the oral report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: [www.ocfs.state.ny.us/main/forms](http://www.ocfs.state.ny.us/main/forms) or by calling (518) 472-0971.
- If a School official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

Annually, the School shall provide training to all employees at the School regarding the New York State law and guidelines for child abuse and reporting.

#### Child Abuse in the Educational Setting

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child's parent or guardian;
- The name of the person who reported the abuse and their relationship to the child;
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations. The report must be given to the School leader immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of a confidential record to an unauthorized person is a "Class A" misdemeanor

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent/guardian of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of

employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.

- If the parent/guardian makes the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent/guardian made the report, ascertain from the reporting person the source and basis of the allegation and promptly notify the parent/guardian and provide the parent with the requisite written statement.
- If a school administrator received a written report alleging abuse, the administrator must promptly provide Human Resources with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The School shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the NYS Education Department.
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five (5) years or at such earlier time that the school determines.
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### Corporal Punishment

The Regulation of the Commissioner 100.2 defines corporal punishment as any act of physical force upon a pupil for the purpose of punishing that pupil. Corporal punishment is prohibited. Any allegation of corporal punishment must be reported to the administration immediately. Upon investigation and the findings, disciplinary actions will be followed up to and including termination.

### Verbal Abuse

Verbal abuse is prohibited. Any allegation of verbal abuse must be reported to the administration immediately. Upon investigation and the findings, disciplinary actions will be followed up to and including termination.

### Right to Know

The New York State Right-to-Know law gives employees the right to find out which toxic substances are present in their workplace – in this case the School. This law covers New York State public sector employees, including former employees who were employed after December 1980. By law, the School is obligated to inform all employees of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, the School will provide any information regarding any substances used, within a 3-day period.

### OSHA

Consistent with federal Occupational Safety and Health Act (OSHA) (see <http://www.osha.gov/comp-links.html>) requirements and to protect the well-being of employees, the School recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all the School employees but particularly those who may reasonably anticipate coming into contact with these materials because of their job duties. If an employee's job duties may put him or her into this category, the School will provide that employee with appropriate information.

### Whistleblower

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that the School is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits the School from taking retaliatory action against any employees who make disclosures as described above.

Additionally, employees and/or the public may contact the School's attorney with indemnity. The School's attorney / Whistleblower contact will be listed on the School's website, shared in the Employee Handbook, and posted in the School's building. Currently, this agent is Cliff Schneider, Cohen Schneider Law P.C, 212.896.1221, [cschneider@cohenschneider.com](mailto:cschneider@cohenschneider.com)

## FACILITIES AND TECHNOLOGY

### Damage to Property

The School is a public school. Damage to school property is not acceptable. It will be determined based on a thorough investigation if the employee will be liable for any damage to school property. This includes damage to school owned technology.

### Keys as Property

The keys and/or key cards you are issued are the property of the School. Each employee will submit the keys and/or key cards at the end of the school year. In the case of termination, they must be returned to the School.

### Phone, Copiers and Mail Systems

The School's phones are provided for business use. Personal calls to and from the School are to be held to a minimum. Any personal phone calls that incur costs above and beyond the provided phone plan will be charged to the employee.

Employees may not use photocopiers for personal purposes and may not photocopy copyrighted materials without prior authorization. Employees should not receive personal mail at the School.

### Personal Use of School Property

Employees may be allowed to borrow certain equipment for their own personal use

while on our premises. If school equipment is borrowed for use off school premises, it is only with the approval of the Head of School and the completion of a form with the serial number of any tools or equipment. The employee is responsible for returning the equipment or tools in good condition. The employee must pay for any damages that occur while using the equipment or tools for personal projects.

### Computer, Electronic and Voice Mail

This policy establishes rules governing employee use of the School's computer network, and options for electronic mail ("-mail") and telephone message handling ("voicemail") services and Internet access. The School has developed these rules to ensure that everyone understands how these options function and the limits that properly apply.

All the School equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, voicemail and other physical and electronic items are for business use only, provided that you may receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of the School. You have no right of personal privacy in any matter stored in, created, received, or sent over the School computer, email, internet, or voicemail system.

The School at all times retains the right, without notice, to search all directories, indices, data storage devices, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with the School's computer, e-mail, voicemail and Internet access systems and equipment.

Deleted or erased computer, e-mail and voicemail messages may remain stored in the School computer server or telephone system. By placing information on the School's computer system, employees give the School the right to edit, delete, copy, republish and distribute such information.

The School Harassment Prevention Policy and the School Policy with respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail.

All School systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or bypassing this process is a violation of the School policy. Employees should make every effort to safeguard their passwords.

Sharing your network access with other users is strictly prohibited.

If the School provides access to an Internet service such as web browsing, such access is only for business use. This restriction includes any Internet service that is accessed on or from the School premises using the School's computer equipment or via the School-paid access methods and/or used in a manner that identifies you with the School. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not: a) Involve any



prohibited activity (see Prohibited Activities); b) Interfere with your productivity or the productivity of your co-workers; c) Consume system resources or storage capacity on an ongoing basis; or d) Involve large file transfers or otherwise deplete system resources available for business purposes.

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using the School-provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following (“Prohibited Activities”): a) All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful. b) Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited. c) The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited. d) The deliberate alteration of system files or accessing any restricted files of the School is prohibited, as is the use of the School’s computer resources to create or propagate computer viruses, cause damage to the School computer files or to disrupt computer services.

The School purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore the School does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. The School expressly prohibits the illegal duplication of software and its related documentation.

Employees who violate this policy will be subject to discipline, up to and including termination of employment. Employees who use the School computer system for defamatory, illegal or fraudulent purposes may also be subject to civil liability and criminal prosecution.

## Social Media

### Introduction/Purpose

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing students to succeed in their educational and career endeavors.



1. The School is committed to ensuring that anyone who utilizes social media technology for professional purposes, including staff and students, does so in a safe and responsible manner. The School strives to create professional social media environments that mirror the academically supportive environments of our schools.
2. These Social Media Guidelines (“Guidelines”) provide guidance regarding recommended practices for professional social media communication between School employees, as well as social media communication between School’s employees and the School’s students.
3. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these Guidelines also address recommended practices for use of personal social media by School staff.
4. Failure to abide by these guidelines may result in disciplinary action.

### Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Face. Personal social media use is a non-work-related social media activity (e.g., a School employee establishing a Facebook page or a Twitter account for his/her own personal use).

### Personal Social Media Use

1. Communication with School Students and Families- In order to maintain a professional and appropriate relationship with students, School employees should not communicate with students or families who are currently enrolled in the School on personal social media sites. This provision is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the School employee should notify his/her supervisor of the contact as soon as possible.
2. Guidance Regarding Personal Social Media Sites-
3. School employees should exercise caution and common sense when using personal social media sites: As a recommended practice, School employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public.
4. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have an individualized responsibility to understand the rules of the social media site being utilized;
5. School employees should not “tag” photos of other School employees, volunteers, contractors or vendors without the prior permission of the individuals being tagged;
6. School employees are prohibited from posting images of scholars to your personal social media accounts without first sending checking with the School so that we can determine if the family has signed the required authorization to publish. Employees are permitted to repost images to their personal accounts in the event that the image has already appeared on the School’s official Instagram account;
7. Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of School policies, regulations, and law;

8. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites, in violation of School policies, is prohibited;
9. School employees should not use the School's logo in any postings and should not link to the School website or post School material on any personal social media sites without the permission of the Head of School; and
10. School employees are discouraged from engaging in online back-and-forth on behalf of the school or as a representative of the School. If you notice negative or inappropriate commentary on School maintained social media sites or another forum that may require attention, alert Human Resources as soon as possible.
11. School employees may only utilize **school-sponsored platforms** for parent and student communication and shall not create or manage their own accounts on any such platforms.

Violation of this policy may result in disciplinary action including termination.

### Media

The School's employees must refrain from responding to any media requests for information or comment on behalf of the School.

In the event that an employee receives an inquiry from the news media (including, but not limited to, newspapers, magazines, television stations, radio stations, websites, or blogs) he or she should not answer any questions or respond with "no comment". Employees in this situation should ask for the person's name, media outlet, contact information, subject he or she would like to discuss, and the deadline for response, and immediately forward the message to the Head of School.

Media are not permitted on school premises.

### Applicability of School Policies and Other Laws

These Guidelines provide guidance intended to supplement, not supersede, existing School policies. Users of professional social media sites are responsible for complying with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA), Family Educational Rights and Privacy Act (FERPA) laws.

These Guidelines are not designed to serve as a code of conduct for social media use. However, all existing School policies, regulations and laws that cover employee conduct may be applicable in the social media environment.

School employees who are mandated reporters are required to abide by the same reporting responsibilities in a social media context.

### Additional Inquiries

This document is meant to provide general guidance and does not cover every potential social media situation. Should any questions arise, please contact Human Resources. As these Guidelines address rapidly changing technology, the School will regularly revisit these Guidelines and will update them as needed.

## Acknowledgement of Receipt of Employee Handbook

Employee Name: \_\_\_\_\_

I acknowledge that I have received a copy of the Employee Handbook. I understand that I am responsible for reading the Employee Handbook and for knowing and complying with the policies set forth in the Employee Handbook during my employment with the School.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

**APPENDIX R**

OLAM PUBLIC CHARTER SCHOOL  
BOARD POLICIES AND PROCEDURES  
BYLAWS

*updated September 5, 2024*

**ARTICLE I  
NAME AND PURPOSES**

1.1 **Name.** The name of the corporation shall be Olam Public Charter School (the "Corporation").

1.2 **Purpose.** The Corporation is organized and shall be operated exclusively for religious, charitable, scientific, literary or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including the following:

(A) to initiate, develop, operate, and maintain a Pre-K through 8<sup>th</sup> grade charter school in Stamford, Connecticut as provided by State of Connecticut Public Act 96-214, such school to be known as Olam Public Charter School ("OPCS");

(B) to contribute to the advancement of education generally and to initiate, develop, operate and maintain educational programs for students enrolled in OPCS, including the delivery and holding of lectures, exhibitions, classes, field trips, and conferences and the publication and dissemination of educational materials;

(C) to acquire, improve, hold and lease any real or personal property useful to the accomplishment of the purposes of this Corporation;

(D) to receive and accept public and private gifts, trusts, donations, grants, loans and other sources of funding to promote the purposes of this Corporation; and generally to do and perform such other acts and to exercise such other powers as may be authorized or permitted under the laws of the State of Connecticut to promote and attain the purposes set forth herein; and

(E) to engage, subject to the foregoing limitations and those set forth in the Certificate of Incorporation of the Corporation, in any lawful act or activity for which a corporation may be organized under the Connecticut Revised Nonstock Corporation Act.

1.3 **Membership.** The Corporation shall not have members.

**ARTICLE II  
DIRECTORS**

2.1 **Powers and Duties.** The Board of Directors (the "Board") shall control the affairs of the Corporation, and shall have and may exercise all powers of the Corporation, subject to the provisions of these bylaws, the Corporation's certificate of incorporation and the laws of the

State of Connecticut. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

## **2.2 Roles and Responsibilities and Standard of Care.**

### **(A) Roles and Responsibilities.**

The Board has the principal responsibility for fulfillment of the Corporation's mission and for overseeing its operations. Directors are trustees act on behalf of the Corporation's constituents. As a group they are in charge of establishing a clear organizational mission, forming the strategic plan to accomplish the mission, overseeing and evaluating the plan's success, hiring a competent head of OPCS and providing adequate supervision and support to that individual.

Directors have a duty of loyalty to the organization. The duty of loyalty is a standard of faithfulness that requires directors to exercise their powers in the best interests of the Corporation and not in the directors' own interest or the interest of another person or organization. This duty to act in the best interests of the Corporation is not reduced if the Director is appointed to the Board because of the Director's position with another constituency.

Furthermore, Directors should deal in confidence with all information involving the corporation until there has been a general disclosure of the information. By practicing discretion and accepting decisions made on a majority basis, board unity and confidence will be promoted.

The Board accomplishes its functions through regular meetings and by establishing a committee structure that is appropriate to the size of the organization and the Board. Ideally, directors arrive at meetings prepared and ready to engage in thoughtful dialogue, and there is a group process which generates and uses the best thinking of its members.

Each year, at the Annual Meeting, all Board members shall review and sign the Board of Directors Commitment Form (copy attached).

**(B) Standard of Care.** A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) one or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- (b) legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
- (c) a committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

**2.3 Number and Composition.** The number of Directors shall consist of not fewer than three (3) nor more than twenty-four (24). The number of Directors shall be the number fixed by resolution of the Board from time to time, or, in the absence thereof, shall be the number of Directors then in office.

**2.4 Terms of Office.** All Directors shall serve for a term of three (3) years. Directors may not serve more than two (2) consecutive terms. Upon attainment of the term limit, an individual may be re-elected as a Director for an additional two (2) one (1) year terms. At the end of the term limit, an individual may be re-elected as a Director after at least one year during which he or she is not a Director.

**2.5 Election of Directors.**

**(A) When the number of directors of the Board reaches 15 or more, the recommended process should be as follows**

At each Annual Meeting of the Board, the Directors then in office shall elect Directors to the Board by the affirmative vote of a majority of all Directors then in office. The Chair of the Board, in consultation with the Governance Committee shall prepare a slate for election at the Annual Meeting which slate shall be distributed to each Director by the Secretary or secretary-designate in person or by means of electronic equipment including email or facsimile at least ten (10) days prior to the Annual Meeting. Any two (2) Directors may make additional nominations by submitting such nomination(s) in writing to the Secretary or designate at least five (5) days prior to the Annual Meeting. The Secretary or designate shall promptly give written or oral notice of any such additional nominations to each Director and shall give notice in any event at least five (5) days prior to the annual meeting. No additional nominations may be made at the Annual Meeting (see section 2.10).

**(B) When the number of Directors of the Board is below 12, new Directors can be added to the Board at any time during the year following the process outlined below (Process to Fill Board Vacancies in section C)**

**(C) Process to Fill Board Vacancies (and Middle of the School year Appointments).**

To the extent a vacancy arises on the Board of Directors or if the Board membership is below

12 members and a new member is being considered, and unless otherwise determined by the Board, the following process is recommended by the Board

- The Governance Committee identifies or has been made aware of a possible candidate to the Board
  - A candidate will have a relationship with the school and has a passion to see the school succeed.
- At least two members of the Governance Committee shall meet with the candidate
- The Governance Committee or designee will forward a biography of the candidates to the Board at least one week prior to the Board meeting
- The Board shall discuss the merits of the candidates joining the Board and the Board will decide whether a vote for the candidate is appropriate
- This Director's position (or vacancy) shall be filled by a majority vote of the Directors (remaining Directors in the case of a vacancy). Each person so elected in the middle of the school year shall serve a full term beginning with July 1 of the current school year (meaning in actuality the Director's term will be somewhat less than the full three years).

**2.6 Compensation.** No Director shall receive compensation for services rendered to the Corporation in such capacity, but Directors shall be entitled to reimbursement for reasonable and necessary expenses actually incurred in connection with the performance of their duties in the manner and to the extent that the Board shall determine, consistent with the requirements of section 33-1092 of the Connecticut General Statutes. Notwithstanding the foregoing, the Corporation shall provide no reimbursement for expenses nor compensation other than those reasonable and necessary in furthering the Corporation's purposes. Directors may receive reasonable compensation for services performed in other capacities for or on behalf of the Corporation pursuant to authorization by the Board, subject, however, to Article VIII of these Bylaws and to sections 33-1127 through 33-1130 of the Connecticut General Statutes.

**2.7 Resignations.** The resignation of any Director shall be in writing and shall be effective immediately upon receipt by the Chair of the Board, if no time is specified, or at such later time as the resigning Director may specify and the Corporation shall accept.

**2.8 Removal of Directors.** The Board at a meeting duly noticed and held may remove any Director with or without cause, upon the vote of two-thirds of the Directors present and voting, provided that the notice of such meeting shall include notice of the proposed removal and be given at least ten (10) days prior to the meeting. The Director sought to be removed shall have no right to vote with respect to any such action.

**2.9 Vacancies.** Any vacancy in the Board may be filled by the affirmative vote of a majority of all remaining Directors at a duly called meeting of the Board. A Director elected to fill a vacancy shall serve for the unexpired term of his/her predecessor and until such Director's successor is elected and qualified.

**2.10 Annual Meeting.** The Annual Meeting of the Board shall be held in June of each year at such time and place as the Chair may designate, unless otherwise specifically directed by



the Chair. The purpose of the Annual Meeting shall be to elect Directors, to elect officers to one-year terms for the ensuing year, to receive reports from OPCSs Executive Director, officers, agents, and committees, and to transact such other business relating to the affairs of the Corporation as may properly come before the meeting. Notice of the Annual Meeting shall be in writing and shall be mailed, or sent via electronic transmission, to all Directors at least five (5) days before the annual meeting.

**2.11 Regular and Special Meetings.** Regular meetings of the Board may be held at such times and places as, in the opinion of the Chair, the interests of the Corporation shall require, without notice of purpose of the meeting (with the exception that unless it is stated in a written notice of the meeting, no bylaw may be brought up for amendment, adoption, or repeal). Special meetings of the Board shall be held whenever called by the Chair or by the Secretary upon the written request of at least three (3) of the members of the Board.

**2.12 Notice.** At least five (5) days' written, oral or electronic notice shall be given to each director of any regular or special meetings of the Board stating the time, place and in the case of special meetings, the purpose, of the meeting. No business other than that stated by the notice of special meeting may be conducted.

**2.13 Participation in Meetings.** A Director may participate in a meeting through the use of any means of communication enabling all directors participating in the meeting to hear one another: (e.g., telephone speakerphone), and such participation in a meeting shall constitute presence in person at such meeting. A written waiver signed at any time by a director entitled to notice shall be the equivalent to the giving of notice, and the waiver shall be filed with the minutes or corporate records of the corporation. The attendance of any Director at a meeting without protesting the lack of proper notice at the beginning of the meeting shall be deemed to be a waiver by such director of notice of the meeting. In order to vote at a meeting a Director must participate in such meeting and may not vote by proxy.

**2.14 Quorum.** A majority of the Directors then in office shall constitute a quorum for the transaction of business.

**2.15 Actions by Board of Directors.** The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the presence of or act of a greater number of Directors is specifically required by these bylaws, the Corporation's Certificate of Incorporation, or the Connecticut General Statutes. If a quorum shall not be present at any meeting of Directors, a majority of the directors present at such meeting may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. Directors may participate and vote in Board meetings held by telephone conference.

**2.16 Minutes.** The Secretary shall record, or cause to be recorded, the minutes of each meeting of the Board of Directors and upon adoption by the Board shall retain such minutes with the permanent records of the Corporation. Draft minutes of each Board meeting shall be

sent to each Director in a timely manner. Approved minutes shall be posted on the OPCS website within a week of the approval vote, as required by Connecticut statute.

### **ARTICLE III COMMITTEES OF THE BOARD**

**3.1 Creation of Committees.** The Board may designate, at any meeting of the Corporation, one (1) or more Directors to constitute standing or ad hoc committees of the Board. Each committee shall select from among its number a Chairman. Each committee and appointment of Directors to it shall be approved by either a majority or all the Directors in office when the action was taken or the number of Directors required by the Certificate of Incorporation or bylaws, whichever is greater. In addition to the foregoing committees, the Board or the Chair may appoint one or more Directors and/or one or more other persons, not Directors and with no voting authority, to serve as one or more advisory committees, but which shall have no power to exercise any power of the Board.

**3.2 Powers.** A committee shall have such functions and may exercise such power of the Board as may be delegated lawfully and as provided in the resolution or resolutions creating such committee or committees; provided, however that the creation of such committee or committees shall not operate to relieve the Board, any individual director, or the officers of any responsibility imposed on such persons by law. Notwithstanding any provision of this article or these bylaws to the contrary, no committee shall have any power to:

- (A) fill vacancies on the Board or any of its committees;
- (B) amend the Certificate of Incorporation;
- (C) adopt, amend, or repeal the bylaws;
- (D) amend or repeal any resolution of the Board;
- (E) approve a plan of merger; approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation; or
- (F) approve a proposal to dissolve the Corporation.

**3.3 Vacancies.** Vacancies on committees shall be filled by the Board.

**3.4 Current Committees.** Board members will sit on (at least) one of the following committees: Governance, Development, Finance, Academic Excellence.

**3.5 Meetings.** All committee meetings shall be held in compliance with Connecticut and any other applicable laws.

**3.6 Minutes.** Each committee shall keep regular minutes of its proceedings and report the same to the Board, and such minutes shall be retained with the permanent records of the Corporation.

## **ARTICLE IV OFFICERS**

**4.1 Officers, Appointment, Term and Vacancies.** The officers of the Corporation shall be elected by the Board and shall consist of a Chair, Vice Chair, Secretary, Treasurer and such other officers, as the Board may from time to time deem necessary. Any two (2) or more offices may be held by the same person, except for the offices of Chair and Secretary. Officers shall be elected at the Annual Meeting of the Board and each such elected officer shall hold office for term of one (1) year or until his or her successor has been elected and qualified. Officers may be elected to serve up to six (6) consecutive one-year terms in a given office, except for the Chair, who may be elected for up to four (4) consecutive one-year terms. Based on the needs of the school, the Chair may be elected to serve additional consecutive one-year terms, at the discretion of the Board of Directors. Length of service as an officer is subject to the overall term limits described in §2.4 of these Bylaws. Vacancies may be filled or new offices may be established and filled at a duly-called meeting of the Board of Directors by the affirmative vote of a majority of the Directors.

**4.2 Chair.** The Chair shall preside at each meeting of the Board and shall have such powers and duties as usually pertain to the office of Chair and shall perform such other duties as may from time to time be assigned to him or her, or specifically required to be performed by him or her, by these bylaws, by the Board of Directors or by law.

**4.3 Vice Chair.** It shall be the duty of the Vice Chair, in the absence of the Chair, to perform the Chair's duties. The Vice Chair shall also perform such other duties as may be assigned to him/her, or specifically required to be performed by him/her, by these bylaws, by the Board, or by the Chair.

**4.4 Secretary. Corresponding Secretary.** The Secretary shall keep, or cause to be kept, minutes of the proceedings of the Board, shall give, or cause to be given, all notices in accordance with the provisions of these bylaws or as required by law; and shall be custodian of the corporate records. The Secretary shall be responsible for maintaining at the principal office of the Corporation a record of the names and addresses of all the Directors, and in general shall perform such other duties as may from time to time be assigned to him or her by the Board or by the Chair, or specifically required to be performed by these Bylaws or by law. If separately appointed, the Corresponding Secretary, working with the Board Secretary, shall keep minutes of the proceedings of the Board, shall give all notices in accordance with the provisions of these bylaws or as required by law; and shall be custodian of the corporate records. The Corresponding Secretary shall be responsible for maintaining at the principal office of the Corporation, a record of the names and addresses of all Directors and in general shall perform such duties as the Board of Directors or its Secretary may from time to time assign to the Corresponding Secretary.

**4.5 Treasurer.** The Treasurer shall supervise the receipt and custody of the Corporation's funds; cause to be kept correct and complete books and records of account, including full and accurate accounts of receipts and disbursements in books belonging to the Corporation; and

perform such other duties as may be assigned to him or her, or specifically required to be performed by him or her, by the Board of Directors or by the Chair.

4.6 **Removal.** Any officer of the Corporation may be removed at any time, with or without cause, by resolution adopted by the affirmative vote of two-thirds (2/3) of all of the Directors then in office. Such vote shall take place at a meeting conducted in accordance with Article II of these Bylaws.

4.7 **Resignations.** The resignation of any officer shall be in writing and shall be effective immediately upon receipt by the Board of Directors, if no time is specified, or at such later time as the resigning Director may specify and the Corporation shall accept.

## **ARTICLE V FINANCIAL MATTERS**

5.1 **Checks.** All checks or demands for money and notes of the Corporation shall be signed by one or more officers and/or such other persons as designated by resolution of the Board.

5.2 **Annual Budget.** The Board shall adopt an annual budget each year. Adoption shall take place in accordance with the Board's regular voting procedures.

## **ARTICLE VI INDEMNIFICATION**

6.1 The Corporation shall indemnify Directors, officers, employees and agents of the Corporation to the maximum extent permitted by law, including, without limitation, sections 33-1116 through 33-1125 of the Connecticut General Statutes. The Corporation may procure insurance providing greater indemnification to such persons as well as to volunteers, and may share the premium cost with any Director, officer, employee or agent on such basis as may be agreed upon. Notwithstanding the foregoing, if at any time the Corporation is a private foundation, the Corporation shall not indemnify such individuals, procure such insurance or share such premium cost to the extent so doing would constitute an act of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986, as it may be amended, or corresponding provisions of any later federal tax laws (the "Code").

## **ARTICLE VII CONFLICTING INTERESTS**

7.1 **Conflicting Interests.** A potential conflict of interest exists when the Corporation is considering a transaction in which:

(A) the Director or officer or a “related person” is a party to the transaction or has a beneficial financial interest in or is so closely linked to the transaction that the interest would reasonably be expected to exert an influence on the Director or officer’s judgment if (s)he were called upon to vote on the transaction; or

(B) any of the following persons is either a party to the transaction or has a beneficial financial interest in or is so closely linked to the transaction that the interest could reasonably be expected to exert an influence on the Director or officer’s judgment if (s)he were called upon to vote on the transaction: (i) an entity, other than the corporation, of which the Director is a director, general partner, agent or employee; (ii) a person who controls one or more of the entities specified in (B) (i), or an entity that is controlled by or under common control of an entity specified in (B) (i); or (iii) an individual who is a general partner, principal or employer of the director or officer.

(C) a Director, officer or “related person” benefits financially or personally from actions of the Board.

**7.2 Related Person.** Related Person of a Director or officer means:

(A) the spouse or the “in-laws” thereof, or a child, grandchild, sibling or parent of the Director or officer, or the spouse of any thereof, or an individual having the same home as a director, or a trust or estate of which an individual specified in this subparagraph is a substantial beneficiary, or

(B) a trust, estate, incompetent, conservatee, or minor of which the Director or officer is a fiduciary,

(C) an entity (other than the one controlled by the corporation, controlled by the Director or any other person listed above,

(D) a domestic or foreign (i) business or nonprofit corporation (other than the corporation controlled by this corporation) of which the Director is a director, (ii)unincorporated entity of which with the director is a member of the governing body or is a general partner, or (iii) individual, trust, or estate of which the director is a trustee, guardian, personal representative, or like fiduciary, or

(E) a person or entity that is controlled by an employee of the director.

**7.3 Excess Benefit Transactions.** No director or officer of the Corporation may engage in any excess benefit transaction as defined in section 4958 of the Internal Revenue Code.

**7.4 Approving Transactions.** No transaction involving a conflicting interest shall be approved except as permitted by section 33-1128, 33-1129 or 33-1130 of the Connecticut General Statutes.

7.5 **Disclosure Requirements.** At the time of their appointment, each Director or officer of the Corporation may be asked to complete a disclosure statement identifying all related parties of the director or officer who have a conflicting interest with respect to any transaction between such person and the Corporation. These statements will be kept on file at the Corporation's office, and copies may be distributed to all Directors for their reference. These statements will be updated annually and any additions or other changes shall be made by the Director or officer in writing as they occur.

## **ARTICLE VIII GENERAL PROVISIONS**

8.1 **Execution of Instruments.** Except as provided by resolution of the Board, all instruments or documents approved by the board of directors shall be executed on behalf of the Corporation by any one of the following: the Chair, the Secretary or the Treasurer.

8.2 **Principal Office.** The principal office of the Corporation shall be located at the principal location of OPCS in the State of Connecticut. The Corporation may have other offices within or without the State of Connecticut as the as the Board may from time to time determine.

8.3 **Fiscal Year.** The fiscal year of the Corporation shall end on June 30 unless otherwise fixed by action of the Board.

## **ARTICLE IX AMENDMENTS**

9.1 These bylaws may be repealed or amended by the affirmative vote of two-thirds (2/3) of the directors who are present at any meeting of the Board at which a quorum is present, provided that written notice of such meeting has been provided at least seven (7) days preceding the meeting and such notice sets forth the general nature of the proposed action.

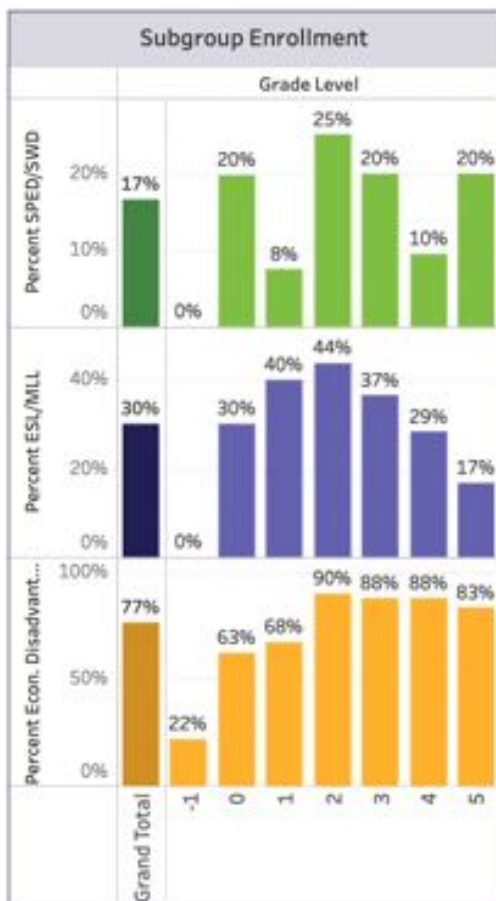
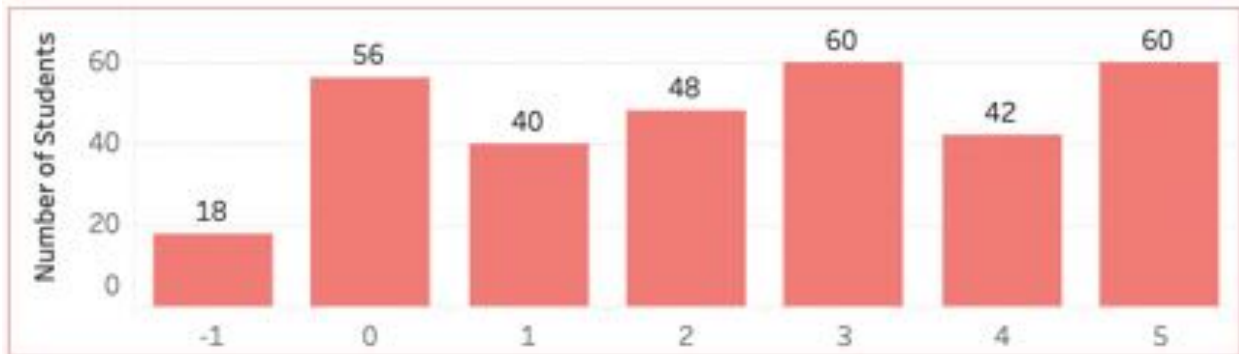
9.2 At any meeting at which notice has been given that amendment or repeal is to be acted upon, resolutions modifying such proposed amendments or repeal may be made and adopted at such meeting without further notice. Notice of any such modification shall be subsequently given to all directors then in office.

9.3 Any amendment of the provisions of these bylaws that conflicts with any provision of the Certificate of Incorporation shall be null and void.

**APPENDIX S**

## HLA2 January 2024 Dashboard: Enrollment & Staffing

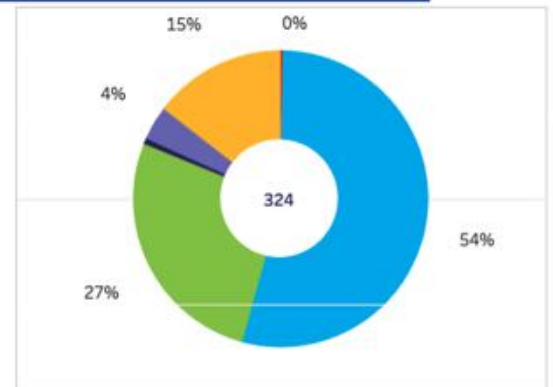
Total Student Population (K-5): 324



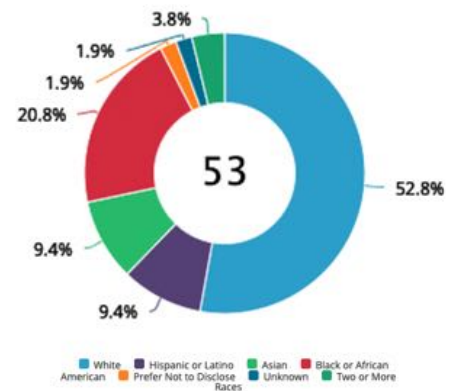
### Student Race Breakdown

Legend  
or hover over a segment  
to see ethnicity

- Amer. Indian
- White
- Hispanic/Latino
- Multiracial
- Asian
- Black



### Staff Race Breakdown



No Staffing Vacancies



## **APPENDIX T**

Whole School Management Services Agreement

between

National Center for Hebrew Language Charter School Excellence and  
Development, Inc. d/b/a Hebrew Public

and

Olam Public Charter School

## Whole School Management SERVICES AGREEMENT

Pursuant to and consistent with Connecticut General Statutes §10-66aa, et seq, **THIS WHOLE SCHOOL MANAGEMENT SERVICES AGREEMENT** (the "Agreement") is made and entered into as of the , 2025 by and between **National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public ("HP")**, a Delaware non-stock corporation with authority to do business in New York State with its principal place of business located at 25 West 39th Street, 7th Floor New York, NY, 10018

, and Olam Public Charter School ("**OPCSOPCS**"), a Connecticut non-profit/non-stock education corporation having an address of \_\_\_\_\_. Together, HP and OPCS shall be referred to as the "Parties" and each separately as a "Party."

**WHEREAS**, HP is an educational service provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to charter schools; and

**WHEREAS**, OPCS, led by the Board of Trustees (the "Board"), serving as its governing council has a charter (the "Charter") from the Connecticut State Board of Education as its authorizer (the "Authorizer") to operate a charter school in the State of Connecticut (the "State") pursuant to certain terms and conditions set forth in an approved Charter Application and any subsequent Renewal Applications made and approved from time to time incorporated into a Charter Agreement between the Board and the Authorizer (the "Charter") as amended from time to time, which shall be incorporated by reference into this Agreement; and

**WHEREAS**, OPCS shall operate the School (the "School") in accordance with its Charter and the Charter Agreement; and

**WHEREAS**, OPCS is entering into this Agreement with HP in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for students enrolled at the School; and

**WHEREAS**, it is the intention of the Parties to create a relationship based upon trust, common educational objectives, and clear accountability, through which the Parties will work together, to deliver an exceptional education program and experience to the students enrolled at the School, understanding that this Agreement shall not have the effect of reducing the Board's responsibility for the operation of the School, or that would hinder the Board in exercising effective supervision of the School ; and

**WHEREAS**, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

**NOW, THEREFORE**, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

**I. TERM AND RENEWAL.** The term of this Agreement shall commence as of \_\_\_\_\_, 2025 (the "Effective Date") and shall continue through June 30, 2030 (the "Term") unless terminated prior to such date in accordance with Section II below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before and should both Parties desire to renew the Agreement, they shall work diligently to negotiate such agreement by. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

## **2. REPRESENTATIONS AND WARRANTIES**

**a. Representations and Warranties of HP.** HP represents and warrants as follows:

- i. Organization and Tax-Exempt Status: Authority. **HP** is a not-profit corporation duly organized under the laws of Delaware with authority to do business in New York and was granted tax-exempt status under Section 501 (c)(3) of the Internal Revenue Code and shall at all times during the Term maintain tax-exempt status under Section 501 (c)(3) of the Internal Revenue Code. HP possesses, or will take steps to secure, the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of **HP**, enforceable against HP in accordance with its terms.
- ii. Conduct of HP. The Services (defined in Section IV below) provided by HP under this Agreement shall comply with the Charter and all applicable local, State, and federal laws and regulations, and in accordance with Connecticut General Statutes 10-66tt. The parties acknowledges that the Charter between the School and the State of Connecticut mandates that all of the School's contracts contain certain provisions, including provisions relating to audits and non-discrimination. Said provisions are incorporated into this Agreement by reference.
- iii. Litigation: Bankruptcy. There is no suit, claim, action or proceeding

now pending or, to the best of HPs' knowledge threatened against HP that would have a material adverse effect on HP's ability to perform the Services contemplated by this Agreement. HP further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.

iv. Capacity. HP currently provides services to other charter schools within its network and will likely during the Term of this Agreement add additional charter schools to its network and provide various services to those schools as well. Regardless of the number of other schools to which HP shall provide services, HP warrants and represents that it shall at all times during the Term of this Agreement employ and otherwise contract with staff in such numbers as shall be required for HP to effectively deliver to the School the Services required under this Agreement.

v. Full Disclosure. No representation or warranty of HP herein and no statement, information, or certificate furnished or to be furnished by HP pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which OPCS would reasonably need to rely to perform its obligations under this Agreement.

**b. Representations and Warranties of OPCS.** OPCS represents and warrants as follows:

i. Organization and Tax Exempt Status; Authority: OPCS is a non-profit corporation with the legal authority to operate a charter school in Connecticut and contract with HP for the Services contemplated in this Agreement. OPCS was granted tax-exempt status under Section 501 (c)(3) of the Internal Revenue Code and shall at all times during the Term maintain tax-exempt status under Section 501 (c)(3) of the Internal Revenue Code. Should for any reason the terms of this Agreement cause the Internal Revenue Service to notify the School that this Agreement does not conform with the School's tax exemption previously granted, HP and the School shall in good faith work collaboratively to make such modifications as may be reasonably required to assuage the Service's concerns and preserve the School's tax exempt status. The School operated by OPCS is now, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer.

ii. Authority. OPCS possesses the requisite power and authority to

execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of OPCS, enforceable against OPCS in accordance with its terms.

- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of OPCS's knowledge threatened against OPCS that would have a material adverse effect on OPCS's financials or Charter. OPCS further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of OPCS herein and no statement, information, or certificate furnished or to be furnished by OPCS pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which HP would reasonably need to rely to perform its obligations under this Agreement.
- v. Conduct of OPCS. OPCS has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to OPCS, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, Connecticut State Education Law and regulations including Connecticut General Statutes 10-66aa et seq. and implementing regulations, the Not-for-Profit/non-stock corporation laws, Public Officers Law and General Municipal Law, as well as its By-Laws, its Financial Policies and Procedures, and other such policies and procedures as the Board may adopt (collectively, the "Laws and Regulations"). OPCS has maintained and will maintain adequate records of the activities and decisions of OPCS and the School to ensure and document compliance with all such laws and regulations. OPCS agrees to provide HP with copies of all such records and to allow HP to, at HP discretion, assist with the preparation and retention of such records to ensure that, among other things, HP may perform all services and duties set forth in this Agreement in compliance with the Laws and Regulations. Except as so delegated to HP herein (unless such delegation is prohibited by applicable law), OPCS shall at all times retain all rights and responsibilities under the Charter.

### **3. DELEGATION AND RESPONSIBILITY**

a. **General.** OPCS hereby authorizes HP to undertake on its behalf the functions specified in this Agreement with regard to the business, administrative and academic/whole school management services of OPCS, it being understood that, at all times, HP shall remain accountable and subject to the oversight of the Board (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of OPCS and the School pursuant to the Charter and applicable law, including, but not limited to, retention of independent fiduciary oversight and authority over OPCS's budget. The Board further authorizes HP to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in HPs' judgment to properly and efficiently provide services to OPCS and the School, provided such actions are consistent with the Charter, applicable laws, and the annual OPCS budget approved by the Board. Furthermore, OPCS hereby designates employees of HP, to the extent permitted by law, as agents of OPCS having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). HP, its officers, and employees shall perform its duties in a manner consistent with the obligations of OPCS under FERPA.

- b. **Right to Subcontract.** HP may subcontract any function or service it is obligated to provide hereunder, provided that subcontracts entered into on behalf of the School obligate the subcontractor to maintain confidentiality of education records in accordance with FERPA, no such subcontract shall relieve or discharge HP from any obligation or liability under this Agreement except as set forth in the Charter Agreement or as approved by the Board, and in no event shall HP subcontract more than half of the functions or services it has undertaken to provide.

#### 4. DUTIES AND OBLIGATIONS

- a. **Duties and Obligations of Hebrew Public.** Throughout the Term of this Agreement, HP shall provide certain educational and operational services (the "Services") in consultation with and in communication with the Board and the Head of School and School Leadership Team as applicable:

- i. Education and Instruction-Related Services

- I. Provide curriculum and instruction support relating to English Language Arts; Mathematics; Social Studies; Science; Israel Studies; and Hebrew Studies.
2. Advise OPCS regarding the acquisition of instructional and curricular materials, educational technology, and supplies.
3. Provide OPCS with access to, and support in the use of, a School or web-based student information system (in addition to ATS).
4. Provide support in the analysis of student performance data.
5. Advise OPCS in programmatic areas including but not limited to: special education services; services for English Language Learners; student behavior and classroom management; discipline code and code of conduct; supplemental educational services; school culture; interim and formative student assessments; differentiation of instruction and of program.

ii. Business Operations

- I. Advise OPCS regarding facilities financing.
2. Oversee facilities build-outs, landlord relations, and facilities management.
3. Review vendor contracts and provide support in vendor relationship management.
4. Support OPCS's Operations Director in operational areas such as school meals, school safety, purchasing, technology and telecommunications, including providing support working with 3rd party vendors/service providers.

iii. Human Resources and Employment-Related Services

- I. Support the recruitment and screening of all school-based staff, understanding that OPCS maintains the responsibility at all times to employ and dismiss staff.
2. Advise and support OPCS in the creation of career, pathways for instructional staff, performance-based



compensation, benefits, and related human capital issues.

3. Advise OPCS about performance assessment and staff evaluation functions.

4. Assist the Board with the annual evaluation of the Head of School.

5. Advise and support the creation of staff position descriptions.

iv. Budgeting and Financial Services

I. On OPCS's behalf and in coordination with the most senior School based finance staff member (if applicable), serve as liaison to Charter School Business Management ("CSBM") and related financial service vendors (e.g., auditors), and oversee with the Board Treasurer and Finance Committee the work of such vendors (and School-based employees, if applicable) in preparing financial reports, financial statements, annual audits, financial controls and policies.

2. Provide oversight of annual budgeting processes.

3. Supervise the procurement of insurance.

4. Along with CSBM, supervise bank reconciliations.

5. Advise the Board regarding the approval of expenses and provide oversight of purchasing in accordance with the School's Financial Policies and Procedures, as may be amended from time to time. Notwithstanding the foregoing, the School via the Board retains the sole authority to approve and implement its policies.

6.

v. Student Recruitment

I. Advise and support OPCS regarding student recruitment plans, marketing materials, and recruitment-related community outreach, including planning and preparing for the annual lottery and ensuing a diverse student enrollment reflective of the communities served by OPCS.

vi. Governance & Leadership

- I. Provide ongoing supervision, mentoring, and support to the Head of School.
  2. Provide ongoing mentoring and support to the Head of School and the School Leadership Team.
  3. Assist with Board member recruitment and development.
  4. Facilitate annual Board evaluation process.
  5. Support the work of Board committees.
  6. Provide logistical support, including assisting the recording of minutes and maintenance of records, for Board meetings.
  7. Work with the Board and School Leadership Team to coordinate and prepare all communication with the Authorizer and other public entities, including amendments, renewals, annual inspections, authorize, visits, and authorizer data requests.
  8. Provide support for meetings with community based organizations and community stakeholders.
- vii. Marketing & Communications.
- I. Supervise the development of school-based marketing collateral.
  2. Advise OPCS staff and Board members about stakeholder communication best practices.
  3. Assist in interactions and communication with the press and Authorizer.
  4. Advise regarding OPCS's use of social media, including the School's website and Facebook page.
- viii. Fundraising. Advise the Board and Parent Organization regarding school based fundraising, and share best practices relating thereto from across the **HP** network of schools.
- ix. Research & Evaluation
- I. Disseminate best practices from network schools and create networking opportunities for cross-school professional development and collaboration.

2. Connect OPCS with mission-aligned Organizations to bring in new and emerging practices in areas such as literacy instruction; Israel Studies; education technology; Hebrew language acquisition; and diverse schools.
3. Assist OPCS in evaluating program effectiveness, both generally and with a focus on distinct subgroups such as students with special needs, English language learners, and students from low-income families.

x. Presence of HP employees *or* contractors at the School.

All employees *or* contractors of HP who have direct, regular contact with students at an OPCS school shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable laws.

**b, Duties and Obligations of OPCS shall include but not be limited to**

1. Approval of School Policies. With recommendations and guidance to be provided by HP and each School's School Leadership Team, the Board shall Create and adopt policies for the School, which shall be consistent with the Charter and applicable law.
- ii. Approval of the School Budget. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with the assistance of HP to approve the annual budget within sixty (60) days of submission of the proposed budget by HP to the Board in accordance with this Agreement.
- iii. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that OPCS is or may be in violation of its provisional Charter or any applicable law or regulation governing the charter School it operates the Board shall immediately notify HP of the alleged violation and shall thereafter work diligently with HP to investigate such alleged violation, to determine whether such alleged violation in fact exists, to promptly respond to the complaining Party and to correct any violation found CD exist.
- iv. Mission and Program Alignment. OPCS shall take all appropriate

actions to maintain consistency with the shared mission of operating an exception, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to become productive global citizens.

- v. Providing Information and Documentation. OPCS shall furnish HP with documents, including litigation documents, records, and all other information necessary for HP to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- vi. Receipt and timely review of any complaints or grievances. OPCS shall establish a procedure for the receipt and timely review of complaints or grievances by any parent, community individual or institution.
- vii. Part of Network. OPCS will prominently identify itself in any published materials and in OPCS-controlled social media, including promotional and publicity materials, press releases, and other marketing materials, the OPCS website, and the OPCS Facebook page, as part of the Hebrew Public Network of Schools, or such other descriptive term as is later specified by HP.
- viii. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain OPCS's status as a tax exempt organization under federal and State law such that contributions to OPCS are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and HP shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining OPCS's tax-exempt status.
  - ix. Leadership Team. The Board will work closely with HP in recruiting and selecting the members of the staff Leadership Team, including the Head of School and all staff Directors. Prior to any decision to hire a candidate for one of these positions, the Board shall ensure that HP has the opportunity to participate in the hiring process, meet with the top candidates for such positions, and provide the Board with its assessment of any candidate under consideration, understanding that the Board shall make the final decisions.
- x. Public Statements. OPCS's Board and staff will not make statements to, or release information to the press or media organizations about its

relationship with HP without first consulting with HP.

- xi. Visits. OPCS will provide access to the School for visits led by HP staff and board members, in accordance with the law and subject to OPCS policies. HP will cooperate with OPCS to minimize any impact on the School of such visits.
- xii. Board. OPCS agrees to maintain an active, competent, and accountable Board that adheres to best practices in governance and fiduciary responsibility, and whose members demonstrate commitment to the School's mission.
- xiii. Coordination of Fundraising. OPCS agrees to coordinate its fundraising efforts with HP, to avoid conflicting or duplicating efforts.
- xiv. Engagement of Professional Service Providers. The Board shall directly select, retain, utilize (as needed) and compensate a law firm, accounting firm and auditing firm to provide services required by OPCS as may be required by Law, the Charter and as otherwise needed from time to time.

5. **FEES.** In consideration for the Services provided by HP to OPCS, HP shall be paid a management fee equal to 10% of Gross Revenues (the "Management Fee").

Gross Revenues shall be defined as all such funding provided by the State, federal, and local government (if applicable) to OPCS but shall exclude any private grant funding, competitive government grants or other charitable contribution awarded to OPCS, and shall also exclude any funding whose terms and restrictions prevent it from being used toward calculation of the Management Fee. The Management Fee shall be payable in four (4) quarterly installments, beginning in the first year of the Term with September 1 (and each September 1 thereafter) and thereafter on December 1, March 1 and June 1 of each year during the Term. HP may impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the aforesaid due dates, unless receipt of revenue by OPCS is delayed for reasons beyond the control of OPCS. In this event, OPCS shall make such payment no later than thirty (30) days after it receives a scheduled disbursement, and HP shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the new due date set forth above.

6. **PROPRIETARY WORKS.** OPCS acknowledges that HP owns and shall own all

existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) HP, its employees, agents or subcontractors, or (ii) an individual employed or retained by OPCS within the scope of such employment or retention **if** such work of authorship, invention or work product utilizes ideas or products developed by **HP** (collectively, the "Proprietary Works"). HP hereby grants OPCS a non-exclusive, non-sublicensable, non transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. OPCS shall, upon request, cause all persons who create, invent or develop Proprietary Works, as defined herein, for OPCS to assign to **HP** in writing their intellectual property rights in such works. Upon HPs' reasonable request, OPCS will provide **HP** with copies of all Proprietary Works. This Section 6 shall survive termination of this Agreement, however (i) nothing herein shall be deemed to prevent OPCS from accessing curriculum or other materials that HP has published on-line or otherwise made publicly available, subject only to the requirement that such curriculum or other materials be attributed to HP and (ii) HP shall inform OPCS if any of the curriculum or other materials, including updates thereto, are not publicly available or will be withdrawn from public availability during the coming school year.

**7. USE OF NAME.** HP hereby grants OPCS a non-exclusive, non-sublicensable, non transferable, royalty-free license to use the names and trademarks HP and any logos provided to OPCS by HP (the "Trademarks") in connection with the operation of the School and for the benefit of the School and all promotional activities in connection therewith, subject to the following conditions: OPCS agrees that it will (i) not use or register any domain name containing "HP", (ii) use only any website, social, wireless, mobile or other media network or application provided by HP for OPCS or the School' use; (iii) not set up its own official site, page or venue in any social media or user generated content media (including Facebook, Twitter and YouTube) without prior written consent of **HP**; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by **HP**; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. OPCS shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with HP. **HP** shall have pre-approval rights for each form and manner of public display of the Trademarks. OPCS agrees to use the Trademarks only in connection with high quality educational services reflecting favorably on the

reputation and goodwill of HP and, at HP request, to provide HP with representative samples of materials used by OPCS bearing the Trademarks. If HP objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, OPCS will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, OPCS shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition the Authorizer to revise its Charter to remove any reference to HP and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, OPCS will cease all further use of the Trademarks, return all materials promptly to HP and cease to refer to itself as a school managed or otherwise affiliated with HP (provided no continued affiliation is otherwise agreed-upon). This Section 7 shall survive the termination of this **Agreement**.

## **8. INDEMNIFICATION**

- a. **Indemnification.** OPCS and HP do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys, from and against any and all claims, actions, damages, expenses, losses or awards, including any suits or claims seeking non-monetary or injunctive relief, which arise out of (i) the negligence of the indemnitor (ii) any action taken or not taken by the indemnitor or (iii) any noncompliance or breach by the indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement ("Claim"). Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Paragraph 9 or by such other means as the Parties may mutually agree.
- b. **Notice and Defense.** The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third Party

claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 8 with respect to such Claim. The Indemnitor shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitor, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitor other than as a result of money damages or other money payments, (i) the Indemnitor shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitor, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitor of a release from all liability in respect of such Claim.

## **9, INSURANCE**

a. **Insurance Coverage.** At all times during the Term of this Agreement, OPCS shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Application. OPCS shall also maintain such workers compensation and disability insurance as required by State law and School Leaders/Errors and Omissions insurance. **HP** shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including, at a minimum, general liability insurance of \$ 1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on its commercial general liability, automobile liability and crime insurance policies and OPCS shall name HP as an additional insured on its Employment Practices Liability insurance policy and School Leaders/Errors and Omissions insurance policy

b. HP shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers



compensation and disability insurance) and that such subcontractors name HP and OPCS as additional insureds (except on workers compensation and disability policies, which is not permitted by law).

- c. OPCS shall require that its contractors, if any, shall name HP and OPCS as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. The insurance policies maintained by each Party and their subcontractors pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to HP and OPCS and should be further endorsed to include coverage for child molestation or other abuse and coverage for the defense of suits or claims seeking non monetary or injunctive relief. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

**10. PERFORMANCE EVALUATION.** The Board shall at regular intervals throughout the Term evaluate HP's performance under the terms of this Agreement to ensure that HP is providing the Services and complying with its duties as set forth herein. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board and HP each shall on an annual basis complete a formal written evaluation of HP's performance and the Parties' working relationship, using as a guide the form set forth in Exhibit A attached hereto and incorporated by reference herein (the "Annual Assessment"). Upon completion of the Annual Assessment, the Board and HP personnel shall meet to discuss the review and what changes to HP's performance, if any, are required to ensure that HP is meeting its responsibilities under the Law, the Charter and the terms of this Agreement, as well review areas where the Parties may more effectively communicate and collaborate to strengthen their relationship and in turn the performance of the School. Aside from the Annual Assessment and for the avoidance of doubt, failure of HP to perform its duties under this Agreement may subject HP to the termination procedures set forth in Section 11 below.

## **11. TERMINATION**

a. Termination by OPCS. OPCS may terminate this Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii) or (iii) below:

- i. If HP materially breaches any of the material terms and conditions of this Agreement including its obligations under 2(a)(ii), provided that **HP** shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if HP fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such written notice; or
- ii. Notwithstanding anything contained in subsection 11(a)(i) to the contrary, HP materially breaches any of the material terms and conditions of this Agreement and such breach arises from HPs' gross negligence or reckless or willful misconduct; or
- iii. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of OPCS in conformity with this Agreement, would violate OPCS's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

b. Termination by HP. HP may terminate the Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii), (iv) or (v) below:

- i. If OPCS fails to pay when due any monetary obligation of OPCS as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from HP;
- ii. if OPCS materially breaches any of the material nonmonetary term and conditions of this Agreement, including its obligations under 2(b)(v) of this Agreement, provided that OPCS shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty

(30) days in which case this Agreement may be terminated if OPCS fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such notice:

- iii. Notwithstanding anything contained in subsection 11(b)(ii) to the contrary, OPCS materially breaches any of the material terms and conditions of this Agreement and such breach arises from OPCS's gross negligence or reckless or willful misconduct;
  - iv. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, has a material adverse effect on HPs' ability to provide Services to OPCS in accordance with its budget or the Charter Agreement; or
  - v. If, as a result of exercise by OPCS of its authority under 3(a) and 4(b)(ix) of this Agreement, there occur irreconcilable differences with respect to the appointment or termination of any member of the staff Leadership Team following good faith efforts by the Parties to agree upon mutually acceptable candidates.
- c. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that OPCS shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
- i. OPCS shall have the right to use HPs' Proprietary Works for the benefit of the School, as defined under Section 6 hereof, then currently in use by OPCS (including but not limited to the Trademarks), until the last day of the then current school year;
  - ii. HP shall provide the Board with copies of all student records, financial reports, employee records, and other School data in HP's possession and not currently in the possession of the Board of Trustees;
  - iii. HP shall provide OPCS with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that OPCS shall pay to HP all fees, expenses and other costs of HP consultants and

agents who may, from time to time, upon mutual agreement of the Parties, provide assistance to OPCS or the students of the School; and

iv. In the event that this Agreement is terminated or not renewed at a time when HP has loaned funds to OPCS, guaranteed any debt or other financial obligation of OPCS, or provided credit support, whether in the form of a letter of credit or otherwise, to OPCS, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and OPCS shall remain liable to HP until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to HP, all in accordance with the term therein.

**12. DISPUTE RESOLUTION.** As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the Parties shall make good faith efforts to come to resolution. An initial meeting to resolve the dispute shall be conducted by the Parties at a meeting to be held at the office of HP within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Before filing any action in Court, the Parties shall submit any dispute to the American Arbitration Association (the "AAA"), to be adjudicated in accordance with AAA's expedited procedures. In the event of arbitration, the Parties shall be responsible for their own legal fees and expenses, and the costs and expenses of the arbitrator(s) and any fees charged by the AAA shall be apportioned equally between the Parties.

### **13, MISCELLANEOUS PROVISIONS**

- i. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of HP shall be deemed to be the employee, agent or servant of OPCS except as expressly acknowledged in writing by HP.
- ii. Force Majeure. Neither Party shall be liable if the performance of any

part of all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

iii. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time:

i. If to OPCS, to:

Olam Public Charter School Attn: Board  
Chair

With a copy to:

ii. If to HP to:

Hebrew  
Public  
555 8th Avenue, Suite 1703  
New York, NY 10018  
Attn: Jonathan Rosenberg, Chief Executive Officer

With a copy to:

Perlman & Perlman  
LLP  
41 Madison Avenue, Suite 4000  
New York, NY 10016  
Attn: Allen Bromberger, Esq.

a. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the law of the State of

Connecticut (other than the provisions thereof relating to conflicts of law).

- b. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.
- c. Section Headings. The headings in this Agreement are for the convenience of the Parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- d. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
  - e. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the Parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
  - f. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto of any breach, of or default in, any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
  - g. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective Parties hereto.

- h. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- i. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- j. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto, to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- k. Survival. The provisions of Sections 6, 7, 8, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement, *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.
- l. **COMPLIANCE WITH CONNECTICUT GENERAL STATUTES**  
SECTION 10-66U. The Board is entitled to receive a copy of all records and files related to the administration of the School, including the compensation paid to HP and any expenditures of such compensation by HP. Such records and files are subject to the Connecticut Freedom of Information Act (Connecticut General Statutes Section 1-200 et seq.) and may be disclosed by the Board pursuant to said Freedom of Information Act (subject to applicable exemptions thereunder), except that the Board may redact such records and files to remove personally identifiable information of a contributor of a bona fide and lawful contribution, pursuant to a written request from such contributor.

[signatures on the following page]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**National Center for Hebrew Language**

**Charter School Excellence and Development, Inc,  
d/b/a Hebrew Public**



## EXHIBIT A

### ANNUAL ASSESSMENT

| Area of Responsibility                   | Rating: 1 (failed to meet); 2 (partially met); 3 (met); 4 (exceeded) | Explanation/Evidence/Examples/Notes |
|------------------------------------------|----------------------------------------------------------------------|-------------------------------------|
| Education & Instruction-Related Services |                                                                      |                                     |
| Business Operations                      |                                                                      |                                     |
| HR and Employment Related Services       |                                                                      |                                     |
| Budgeting & Financial Services           |                                                                      |                                     |
| Student Recruitment                      |                                                                      |                                     |
| Governance & Leadership                  |                                                                      |                                     |

|                               |  |  |
|-------------------------------|--|--|
| Marketing &<br>Communications |  |  |
| Fundraising                   |  |  |
| Research &<br>Evaluation      |  |  |



## **APPENDIX U**




Tuesday, September 3, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

OLAM Public Charter School, if approved, would open its doors in September 2026 and serve children in Pre-K, Kindergarten, and 1st grade that year. The school will eventually grow to serve PreK-8th grade in its first five-year charter. If you have a child born in 2020, 2021, or 2022, your child will be eligible to apply to OLAM Public Charter School in September 2026 when it opens!

By signing this petition, you are indicating (1) your support of the proposed free OLAM Public Charter School to open in Stamford, CT, and (2) your interest in applying for a seat in the charter school for your children who would be eligible to attend.

|                                            |                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name</b>                                | Emma Adler                                                                          |
| <b>Email</b>                               | <a href="mailto:emma.p.adler@gmail.com">emma.p.adler@gmail.com</a>                  |
| <b>Address</b>                             | 37 Dannell Drive<br>Stamford, CT, 06905                                             |
| <b>Year/s your child/ren was/were born</b> | 2021 and 2022                                                                       |
| <b>Signature</b>                           |  |



Tuesday, August 27, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

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|                                            |                                         |
|--------------------------------------------|-----------------------------------------|
| <b>Name</b>                                | Jennie Small                            |
| <b>Email</b>                               | jenpell5@gmail.com                      |
| <b>Address</b>                             | 77 Fieldstone rd<br>Stamford, CT, 06902 |
| <b>Year/s your child/ren was/were born</b> | 2021                                    |

**Signature**

A handwritten signature in black ink, appearing to be "Jennie Small", written over a light gray horizontal line.



Wednesday, August 14, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

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By signing this petition, you are indicating (1) your support of the proposed free OLAM Public Charter School to open in Stamford, CT, and (2) your interest in applying for a seat in the charter school for your children who would be eligible to attend.

|                                            |                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name</b>                                | Kimberly Jordan                                                                     |
| <b>Email</b>                               | k.jordan93@yahoo.com                                                                |
| <b>Address</b>                             | 269 Hoyt street<br>Darien, CT, 06820                                                |
| <b>Year/s your child/ren was/were born</b> | 2013/2020                                                                           |
| <b>Signature</b>                           |  |

89



Public Charter School  
Petition of Support

The Olam Public Charter School team is seeking support from the Stamford community members for approval to open a thriving K-8 free public school for Stamford families.

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| Name             | Full Street Address with Zip Code     | Telephone and / or Email | School Aged Children Y/N | Age of Child | Signature        |
|------------------|---------------------------------------|--------------------------|--------------------------|--------------|------------------|
| Glady's Neciosup | 33 Hillandale Ave, Stamford CT, 06902 | 203-969-4896             | NO                       | 10           | Glady's Neciosup |
| RUTH CARDONA     | 220 Cove Rd 06902                     | 203 621-45-08            | 5/yes                    | 8            | Ruth Cardona     |
| Ferenc Farkas    | 100 Hoyt St Apt 3E 06905              | Roman<br>203-273-7013    | NO                       | -            | Ferenc Farkas    |
| SANDRA LUNAREJO  | 6 EDITH LANE NORWALK 06851            | 203-621-4549             | 5/yes                    | 5-9          | Sandra Lunarejo  |
| Luciane Daveno   | 35 Maitland Rd 06906                  | 203-820-1366             | NO                       | -            | Luciane Daveno   |
| Katelyn Daveno   | 35 Maitland Rd 06906                  | 203-515-2038             | NO                       | NO           | Katelyn Daveno   |
| Amparo Albuja    | 52 Cove Rd Stamford, CT 06902         | 203-249-4013             | NO                       | -            | Amparo Albuja    |

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9  
5  
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|--------------------|--------------------------------------|-----------------------------|-----------------------------|--------------|-------------|
| Angelica Sagastume | Stamford                             | 203-509-3380                | yes                         | 2            |             |
| Alisson Jorge      | Stamford                             | (714) 330-2929              | yes                         | 3 neses      |             |
| Maria Prado        | Norwalk                              | 203 667 6398                | yes                         | 2            | Maria Prado |
| Sonia Estrella     | Stamford                             | 914-223-4098                | Y                           | 1            |             |
| Griseu Pan         | Stamford                             | 316 393 8328                | Y                           | 5.6          |             |
| Damaris Hernandez  | Stamford                             | 99-98079459                 | yes                         | 7            |             |
| Yenifer Hernandez  | 133 Lawn Av.<br>Stamford             | 718 662 3247                | 2                           | 3 neses      |             |



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| Name                 | Full Street Address with Zip Code  | Telephone and / or Email             | School Aged Children Y/N | Age of Child                   | Signature      |
|----------------------|------------------------------------|--------------------------------------|--------------------------|--------------------------------|----------------|
| Lis Pare             |                                    | caracasvenezuela@gmail.com           | Y                        |                                |                |
| Ghouslande Honestema | 60 Pine Hill Ave Stamford CT       | ghouslande@gmail.com<br>203-504-0298 |                          | 2 years<br>4 years<br>12 years |                |
| Fabiana Sabido       | 308 Greenbush Ave 06902            |                                      | Y                        | 6 years<br>9 years             | Fabiana Sabido |
| Glenda Molina        | hurdley court 21 Stamford CT       | 516 779 5373<br>203 872-0634         | N                        |                                |                |
| Isele Davila         | 73 Lewelyn Rd<br>Stamford CT 06902 | 203 550 9746                         | 1 and 1                  | 1 year 5                       |                |
| Mariana Somers       | OS CASE RD                         | 475-393-7826                         |                          | 5 Años                         |                |
| Sandra Co            |                                    | 475 746 8410                         | N                        |                                |                |



Public Charter School  
Petition of Support

7

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|-----------------------------|------------------------------------------|-----------------------------|-----------------------------|--------------|-------------|
| Miguel<br>Principe          | 33 Hillandale Ave<br>Stamford CT, 06902  | 203-832-8957                | No                          | —            | M. Principe |
| Yusuf<br>Marbley            | Virgile Street<br>Stamford CT 06902      | 203-523-9944                | Si/yes                      | 10           | M. Marbley  |
| Floy Perez                  | Virgile Street<br>Stamford CT 06902      | 203-475-2764/789            | Si/yes                      | 13           | F. Perez    |
| Elena<br>Rolanco            | 170 Steadwater Ave.<br>Stamford CT 06902 | 203-550-2266                | Si/yes                      | 5            | E. Rolanco  |
| Netlin<br>Gatal             | 25 Chestnut St<br>Stamford CT 06902      | 203-504-4709                | yes                         | 5            | N. Gatal    |
| Walter Yrigoyen<br>Bereziuk | 43 Seaview Ave<br>Stamford CT            | 203-524-1232                | yes                         | 5/6          | B. Bereziuk |
| Ranna<br>Koshani            | 146 Cold Spring Rd<br>Stamford, CT       | 475-977-1555                | yes                         | 4.5          | R. Koshani  |

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Public Charter School  
Petition of Support

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|---------------|--------------------------------------|-----------------------------|-----------------------------|--------------|-------------|
| Kate Kr       | 10 Riverside Ave Apt 3<br>Stamford   | 203-446-6088<br>203-446-60  | 1<br>yes                    | 2            | [Signature] |
| Nithya        | 618 Hester St<br>Stamford            | 914-316-0247                | 12<br>yes                   | 6'1"         | [Signature] |
| Victor Jr     | — Stamford CT                        | (203) 621-4600              | 2 (yes)                     | 11/14        | [Signature] |
| Luella Gil    | 604 Chamberland<br>Stamford          | 203-823-2527                | 4 (yes)                     | 2/7/99       | [Signature] |
| Vandana Rajan | Stamford CT<br>1 OSCAR ST,           | 475 2515735                 | 1                           | 1 year       | [Signature] |
| Martin Rajan  | Stamford CT                          | 475-4101-4042               | 1-5                         |              | [Signature] |
| Cheryl-Lila   | Summit St<br>Stamford CT             | 203 9185659                 | 1                           | 5            | [Signature] |



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|----------------------|------------------------------------------------|--------------------------|--------------------------|--------------|-------------------|
| Genesis Hernandez    | 690 Atlantic St.<br>Stamford, CT 06902         | 203-918-7864             | not yet                  | 9 months     | Genesis Hernandez |
| Am [Signature]       | 137 Summer Pl                                  | 26725554                 | not yet                  | 2.5          | [Signature]       |
| Princess [Signature] | 100 West St, Stamford<br>CT 06905              | 860-794-6136             | Not yet                  | 1.2          | [Signature]       |
| [Signature]          | 327 [Signature] will [Signature]<br>New Canaan | 97367700                 | Y                        | 2            | [Signature]       |
| Piyush TAIN          | 60 STRAWBERRY HILL<br>AVE STAMFORD             | 475-205-6553             | Not yet                  | 1.5          | [Signature]       |
| CORPUZ, CHRIS        | 59 FAIRFIELD AVE.<br>STAMFORD CT 06902         | 203-705-9520             | Y                        | 6            | [Signature]       |
| Princess [Signature] | 7730, Prospect Street                          | 475-640-0532             | N                        | 1            | [Signature]       |



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|-------------------|--------------------------------------|-----------------------------|-----------------------------|---------------------|-------------|
| Livia Saire       | 128 Lafayette St 06902               | 203-517-7157                | Yes                         | (2)<br>10 years old | [Signature] |
| Sharmin Akther    | 17 Anderson St 06902                 | 203-570-6160                | yes                         | (3+6)<br>all ages   | [Signature] |
| Tea Mameti        | 87 Courtland Hill St 06906           | 203-898-5226                | Yes                         | 10 years            | [Signature] |
| Carmen Castilleja | 204 North Street 06902               | 203-887-9765                | NO                          | —                   | [Signature] |
| ALEXANDRA ROSAS   | 1425 BEDFORD STREET 06905            | 203-829-2697                | yes                         | 1.8 YEARS           | [Signature] |
| VICKY WISE        | 118 HARBOR DR<br>STAMFORD CT 06902   | 203-667-7632                | yes                         | 10 years            | [Signature] |
| Mayia Solis       | Wardwell St 06902                    | 475-2982002                 | yes                         | 3*7                 | [Signature] |





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|-----------------|-----------------------------------|--------------------------|--------------------------|--------------|-----------|
| Ruth Mares      | Courtland Ave. 06906              | mary.mares@hotmail.com   | -Y                       | - 19         |           |
| Vierup          | 31 High Street                    | PBeathel1762@yahoo.com   | -                        | -            |           |
| Beysi           | 191 Ludlow St 06902               | beysi6@icloud.com        | yes                      | 1            |           |
| Camacho         | 20 Fairfield Ave 06902            | 48753254042              | yes                      | 5, 11, 12    |           |
| Glencia Ramirez | 58 Stillwater 06902               | 203 233 281              | yes                      | 15 años      |           |
| glenda santiago | 28 west Av stamford 06902         | 203 850 5757             | yes                      | 7 años       |           |
| Santoscarneio   | 23 Alden st 06902                 | 703-832-3006             | yes                      | 4-4.8        |           |



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|---------------------|----------------------------------------|-----------------------------|-----------------------------|--------------|---------------------|
| Emelyn Prince       | 12 Robin St<br>Stamford CT 06902       | emelyn.prince@stamford.com  | Y                           | 1            | Emelyn Prince       |
| Santiago De la Cruz | 144 Toms Rd<br>Stamford CT 06906       | 203-553-5772                | Y                           | 3            | Santiago De la Cruz |
| George Abrego       | 58 Van Buren Ave<br>Stamford, CT 06906 | george.abrego@stamford.com  | N                           | 1            | George Abrego       |
| Werner Abreu        | 261 Montauk Dr<br>Stamford CT 06902    | 347-608-6999                | Y                           | 5            | Werner Abreu        |
| Spencer Ragan       | 7 nancy St<br>danbury ct 06810         | 203 837 7197                | Y                           | 7            | Spencer Ragan       |
| Jose Alvarado       | 125 Lexington Dr. Norwalk CT 06854     | 203 644 5442                | N                           | N/A          | Jose Alvarado       |
| Juan Monasterio     | 200 N St Stamford CT 06902             | 203 962 6807                | Y                           | 1            | Juan Monasterio     |





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|----------------------------|--------------------------------------|-----------------------------|-------------------------------------|--------------|-----------------|
| Aleida<br>Montevoso        | 38 High St. Stamford<br>CT 06902     | 203-857-2064                | Si yes                              | 12, 5        |                 |
| Rosario<br>Tix             | 43 alden st<br>06902                 | 908-808-3032                | yes                                 | 15, 11, 9    | Rosario         |
| Elicka Barba<br>Eld. Moya. | 38 High St<br>Stamford CT 06902      | 203-424-2457                | <input checked="" type="checkbox"/> | -            | Eld. Moya.      |
| María J. Juarez<br>Juarez  | 30 Vix Yl<br>06902                   | 775-300<br>775-222          | yes                                 | 7, 4         | María J. Juarez |
| Javier<br>Javier           | 30 Vix Yl<br>06902                   | 203-559-2229                | Si                                  | 8            | Javier          |
| Lupe<br>Lupe               | 43 alden st<br>06902                 | 475-3934019                 | <input checked="" type="checkbox"/> | -            | Lupe            |
| Aurora Castro<br>Castro    | 220 Stillw. 06902                    | 203 8079774                 | NO                                  | 5            | Aurora Castro   |



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|-----------------------|-------------------------------------------|-----------------------------|-----------------------------|--------------|---------------|
| Maria L...            | —                                         | 1914 220-215                | — Y                         | 4 years      | Maria L.      |
| Jacqueline<br>Caso    | 21 Colonial Rd Stamford CT                | 203-921-6985                | Y                           | 10 years     | [Signature]   |
| Cristina<br>Principe  | 235 Seaton Rd Stamford CT<br>Apt. 1 06062 | (203) 962-2988              | N                           | —            | [Signature]   |
| Hugo Sanchez<br>Perez | 513 Liberty St<br>Stamford, CT 06901      | 75. 4349383                 | N                           | —            | [Signature]   |
| Guia Campo            | Stamford, CT.                             | 26 Wecken Ave               | N                           | —            | G. Campo      |
| Ullma...              | 65 Maxwell Ave<br>Stamford                | 203 6218891                 | Y                           | 8            | Ullma...      |
| Jose<br>Rosas         | 38 Clarks Hill                            | 914 434 7201                | Y                           | 10, 4        | Jose E. Rosas |



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| Name                         | Full Street Address with Zip Code | Telephone and / or Email | School Aged Children Y/N | Age of Child        | Signature       |
|------------------------------|-----------------------------------|--------------------------|--------------------------|---------------------|-----------------|
| Mariana M. Hernandez Rosales | 50 Fairfield av<br>Stamford ct    | 203 321 3878             | Y                        | 3 yo<br>1 month old |                 |
| Katy Pino                    | Katy Pino                         | 203-94752439             | N                        |                     |                 |
| Florinda Valera              | Stamford                          | 203-850-9414             | Y                        | 2 = 4A<br>= 3A      | Florinda Valera |
| Angie Calvo                  | Stamford                          | 203 524 5996             | YES                      | 2 - 2<br>- 3        |                 |
| Cristobal alonso             | Stamford                          | 203 554 9388             | Y                        | 2 - 3<br>- 2        |                 |
| Petrona                      | Stamford                          | 475 300 6928             | Y                        | 1                   |                 |
| Maria Najera                 | Stamford                          | 203 904 6982             | Y                        | 10<br>4<br>3 am     |                 |





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Petition of Support

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Our Goals Include:

- Providing students from all backgrounds with a rigorous curriculum, a supportive learning environment, and a focus on global citizenship.
- In our first year, we will serve Kindergarten and 1st-grade students, with plans to grow by one grade each year until we span grades K-8.
- Offering a new educational option for Stamford families.

Approval of our application opens doors to innovative, globally research-based instructional practices and new opportunities for the growing Stamford community.

| Name             | Full Street Address with Zip Code             | Telephone and / or Email            | School Aged Children Y/N | Age of Child | Signature |
|------------------|-----------------------------------------------|-------------------------------------|--------------------------|--------------|-----------|
| Ron KUTAS        | 111 Gray Farms Rd.<br>Stamford CT 06902       | 617 935 6078<br>RON.KUTAS@FMAIL.COM | Y                        | 9, 6         |           |
| Neil Gershon     | 29 Quaker Ridge Rd<br>Stamford, CT 06903      | neilgershon@sbcglobal.net           | Y                        | —            |           |
| Debbie Gershon   | 29 Quaker Ridge Rd<br>Stamford, CT 06903      | debg913@optonline.net               | Y                        | —            |           |
| Lori Gross       | 33 Vincent Ave.<br>Stamford, CT 06905         | Lorilgross@gmail                    | Y                        | 3, 5         |           |
| Shushanah Yasser | 78 Old North Stamford<br>PO Stamford CT 06905 | Shushanah Yasser@gmail.com          | Y                        | 2, 7, 4      |           |
| Shari Zieglman   | 85 Camp Ave<br>Stamford CT 06907              | 850716@gmail.com                    | Y                        | 6            |           |
| Nehal Faria      | 11 Don Bas Road,<br>Stamford CT 06903         | 845 344 7944                        | Y                        | 4, 2         |           |



Public Charter School  
Petition of Support

The Olam Public Charter School team is seeking support from the Stamford community members for approval to open a thriving K-8 free public school for Stamford families.

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| Name                    | Full Street Address<br>with Zip Code | Telephone<br>and / or Email | School Aged<br>Children Y/N | Age of Child | Signature |
|-------------------------|--------------------------------------|-----------------------------|-----------------------------|--------------|-----------|
| Sindy<br>Alvaranga      | 33 Hammer St<br>Stamford CT 06902    | 475 292 9035                | DAVENPORT<br>Y              | 5 y 8        |           |
| Grace<br>Aguiar         | 503 Glenford                         | 203 918 8767                | Yes                         | 5 y 8        |           |
| Erica<br>Stone          | 68 Elmbrook Dr.<br>06906             | 201-647-6470                | yes                         | 17           |           |
| Gloria<br>Miles         | 11 Woodbrook Dr<br>06907             |                             | No                          | N/A          |           |
| Jedding<br>L. Davenport | 111 Main St<br>STAMFORD CT 06903     | 203 912<br>2314             | NO                          | ND           |           |
| Zeth<br>Sanchez         | 20 Victory St Apts                   | (203) 559-0913              | yes                         | 5 y 3        |           |
| Elmer Jay               | 30 Victory St 115                    | (203) 559-1625              | yes                         | 5 y 3        |           |



Public Charter School  
Petition of Support

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| Name             | Full Street Address<br>with Zip Code | Telephone<br>and / or Email | School Aged<br>Children Y/N | Age of Child         | Signature     |
|------------------|--------------------------------------|-----------------------------|-----------------------------|----------------------|---------------|
| Felix Bravo      | 23 McClurg Ave<br>Stamford, CT       | 203-428-1945                | Yes                         | 15 + 8 yrs<br>months | Felix Bravo   |
| Fotoh<br>Nellin  | 25 Chestnut St<br>Stamford, CT       | 203-564-4709                | Yes                         | 32                   | Fotoh Nellin  |
| Elda Perez       | 93 Spruce St<br>Stamford, CT         | 203-628-3376                | Yes                         | 3 yrs                | Elda Perez    |
| Teresa Brivet    | 29 Fairgate Dr<br>Stamford, CT       | 415-232-9552                | Yes                         | 14-12-<br>+          | Teresa Brivet |
| Stedman Brivet   | Stamford, CT                         | 415-232-9552                | Yes                         | 5                    | S. Brivet     |
| Betty Granier    | 117 Conn Ave<br>Stamford, CT         | 203-570-8832                | Yes                         | 5-12                 | Betty Granier |
| Wiscars<br>Perez | 117 Conn Ave<br>Stamford, CT         | 862-300-6982                | Yes                         | 5-12                 | Wiscars Perez |





Public Charter School  
Petition of Support

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| Name         | Full Street Address<br>with Zip Code   | Telephone<br>and / or Email | School Aged<br>Children Y/N | Age of Child | Signature   |
|--------------|----------------------------------------|-----------------------------|-----------------------------|--------------|-------------|
| Matthew Duna | 825 High Ridge Rd<br>Stamford CT 06907 | 203 554 7705                | 16 + 13<br>4                | 16 + 13      | [Signature] |
| Mae Kalama   | 96 Horton St<br>Stamford CT 06902      | 203 952 3807                | 4                           | 1            | [Signature] |
|              |                                        |                             |                             |              |             |
|              |                                        |                             |                             |              |             |
|              |                                        |                             |                             |              |             |
|              |                                        |                             |                             |              |             |
|              |                                        |                             |                             |              |             |



Sunday, October 6, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

OLAM Public Charter School, if approved, would open its doors in September 2026 and serve children in Pre-K, Kindergarten, and 1st grade that year. The school will eventually grow to serve PreK-8th grade in its first five-year charter. If you have a child born in 2020, 2021, or 2022, your child will be eligible to apply to OLAM Public Charter School in September 2026 when it opens!

By signing this petition, you are indicating (1) your support of the proposed free OLAM Public Charter School to open in Stamford, CT, and (2) your interest in applying for a seat in the charter school for your children who would be eligible to attend.

|                                            |                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name</b>                                | Heather Greif                                                                       |
| <b>Email</b>                               | heatherlafantano@gmail.com                                                          |
| <b>Address</b>                             | 196 Hope Street, Apt. 1A<br>Stamford, CT, 06906                                     |
| <b>Year/s your child/ren was/were born</b> | 2022                                                                                |
| <b>Signature</b>                           |  |





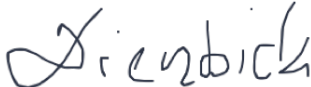
Wednesday, September 25, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

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By signing this petition, you are indicating (1) your support of the proposed free OLAM Public Charter School to open in Stamford, CT, and (2) your interest in applying for a seat in the charter school for your children who would be eligible to attend.

|                                            |                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name</b>                                | Anna Wierzbicka                                                                     |
| <b>Email</b>                               | <a href="mailto:anna.wierzbicka84@gmail.com">anna.wierzbicka84@gmail.com</a>        |
| <b>Address</b>                             | 355 Atlantic St., Apt 18c<br>Stamford, CT, 06901                                    |
| <b>Year/s your child/ren was/were born</b> | 2021                                                                                |
| <b>Signature</b>                           |  |



Wednesday, September 25, 2024

## Petition in support of OLAM Public Charter School

Hebrew Public, 25 West 39th Street, NY, NY 10018 |  
[www.hebrewpublic.org/OLAM-PCS](http://www.hebrewpublic.org/OLAM-PCS) | [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

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|                                            |                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name</b>                                | Liana Rapoport                                                                      |
| <b>Email</b>                               | liana.bar.lb@gmail.com                                                              |
| <b>Address</b>                             | 22 Barmore dr<br>Stamford, CT, 06905                                                |
| <b>Year/s your child/ren was/were born</b> | 2021                                                                                |
| <b>Signature</b>                           |  |

[illegible]

| Email address                                                              | First name   | Last name       | Email status          | Email permission | Confirmed Opt- | Confirmed Opt- | Confirmed Opt- | Confirmed Opt- | Confirmed Opt-                                          | Street address                                     | Street address       | City - Other | State/Province | Zip/Postal Code | Year(s) your Child   | Email Lists                | Created At                 | Updated At                |                           |
|----------------------------------------------------------------------------|--------------|-----------------|-----------------------|------------------|----------------|----------------|----------------|----------------|---------------------------------------------------------|----------------------------------------------------|----------------------|--------------|----------------|-----------------|----------------------|----------------------------|----------------------------|---------------------------|---------------------------|
| <a href="mailto:aalanger23@gmail.com">aalanger23@gmail.com</a>             | Alyssa       | Frager          | Active                | Implied          |                |                |                |                |                                                         | 161 Edward place,                                  | Stamford, CT, 06905  |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:ahertzberg@gmail.com">ahertzberg@gmail.com</a>             | Allison      | Hertzberg       | Active                | Implied          |                |                |                |                |                                                         | 427 Eden Road                                      | Stamford             | CT           |                | 06907           | 2017 and 2022        | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:alanger23@gmail.com">alanger23@gmail.com</a>               | Alyssa       | Frager          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:amynkohen@gmail.com">amynkohen@gmail.com</a>               | Amy          | Sroka           | Active                | Implied          |                |                |                |                |                                                         | 112 Elmbrook Drive                                 | Stamford CT 06906    |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:ampollak@gmail.com">ampollak@gmail.com</a>                 | Amy          | Pollak          | Awaiting confirmation |                  |                |                |                |                |                                                         | 70 apple tree dr                                   | Stamford             | Connecticut  |                | 6906            | 20,222,020           | OLAM Public Ch             | 2024-06-14 07:13           | 2024-06-24 11:47:34 -0400 |                           |
| <a href="mailto:angela-2127@hotmail.com">angela-2127@hotmail.com</a>       | Angela       | Bustamante      | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:annawierzbicka@gmail.com">annawierzbicka@gmail.com</a>     | Anna         | Wierzbicka      | Active                | Express          |                |                |                |                | <a href="https://www.jotf.org">https://www.jotf.org</a> | 355 Atlantic St.                                   | Apt 18c              | Stamford     | CT             |                 | 6901                 | 2021                       | OLAM Public Charter School |                           |                           |
| <a href="mailto:arilprescott@gmail.com">arilprescott@gmail.com</a>         | Ari          | Prescott        | Active                | Express          |                |                |                |                |                                                         | 100 Hirsch Rd                                      | Stamford             | CT           |                | 06905           |                      | 2023                       | OLAM Public Ch             | 2024-06-24 16:25          | 2024-08-01 11:03:42 -0400 |
| <a href="mailto:ayalama87@gmail.com">ayalama87@gmail.com</a>               | Megan        | Ayala           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:brooke.english@gmail.com">brooke.english@gmail.com</a>     | Brooke       | English         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:bwashkenas@gmail.com">bwashkenas@gmail.com</a>             | Barbara      | Ashkenas        | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:carlasesquivel2@gmail.com">carlasesquivel2@gmail.com</a>   | Carla        | Esquivel        | Active                | Implied          |                |                |                |                |                                                         | 690 Atlantic street,                               | Stamford , CT, 06902 |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:coby.greif@gmail.com">coby.greif@gmail.com</a>             | Coby         | Greif           | Active                | Implied          |                |                |                |                |                                                         | 196 Hope St, #1A                                   | Stamford             | CT           |                | 06906           |                      | 2022                       | OLAM Public Ch             | 2024-08-01 09:24          | 2024-08-01 09:24:30 -0400 |
| <a href="mailto:cpitkoff@gmail.com">cpitkoff@gmail.com</a>                 | Cindy        | Pitkoff         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:dallice@optonline.net">dallice@optonline.net</a>           | Dallice      | Lazarus         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:daniellejbergman@gmail.com">daniellejbergman@gmail.com</a> | Dani Bergman |                 | Active                | Implied          |                |                |                |                |                                                         | 45 Morgan St, Stamford, CT, 06905                  |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:daniellemax142@gmail.com">daniellemax142@gmail.com</a>     | Danielle     | Yusupov         | Active                | Implied          |                |                |                |                |                                                         | 105 Harbor Dr. U                                   | Stamford             | CT           |                | 6902            | 2010, 2018, 2020,    | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:david.wollner@gmail.com">david.wollner@gmail.com</a>       | David        | Wollner         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:debsq13@optonline.net">debsq13@optonline.net</a>           | Debbie       | Gershon         | Active                | Implied          |                |                |                |                |                                                         | 29 Quaker Ridge Rd, Stamford, CT, 06903            |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:dloygreen@gmail.com">dloygreen@gmail.com</a>               | Dina         | Green           | Active                | Implied          |                |                |                |                |                                                         | 15 Fieldstone Terr, Stamford , CT, 06902           |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:emma.p.adler@gmail.com">emma.p.adler@gmail.com</a>         | Emma         | Adler           | Active                | Implied          |                |                |                |                |                                                         | 37 Dannel Drive                                    | Stamford             | CT           |                | 06905           | 2021 and 2022        | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:eportyansky@gmail.com">eportyansky@gmail.com</a>           | Esther       | Portyansky      | Active                | Express          |                |                |                |                |                                                         | 91 Cardinal Ln                                     | Stamford             | CT           |                | 06902           |                      | 2023                       | OLAM Public Ch             | 2024-08-01 09:24          | 2024-08-01 11:43:03 -0400 |
| <a href="mailto:everyourac@gmail.com">everyourac@gmail.com</a>             | Anand        | Chakkaravarthi  | Active                | Implied          |                |                |                |                |                                                         | 8 Hope Street, Apt 7, Stamford, Connecticut, 06906 |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:evy.amador@gmail.com">evy.amador@gmail.com</a>             | Evelyn       | Amador          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:feldega@gmail.com">feldega@gmail.com</a>                   | Gabriel      | Felder          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:gilaogle@gmail.com">gilaogle@gmail.com</a>                 | Gila         | Ogle            | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2022-04-19 11:01:3         | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:gonzalez49141@gmail.com">gonzalez49141@gmail.com</a>       | Iris         | Gonzalez        | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:grdmiller@outlook.com">grdmiller@outlook.com</a>           | Gregory      | Miller          | Active                | Implied          |                |                |                |                |                                                         | 30 Boxwood Dr, Stamford, CT, 06906                 |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:hardikpatel1@gmail.com">hardikpatel1@gmail.com</a>         | Hardik       | Patel           | Active                | Implied          |                |                |                |                |                                                         | 75 euclid ave, un                                  | 73 Euclid ave        | Stamford     | CT             | 06902           |                      | 2019                       | OLAM Public Ch             | 2024-06-24 16:25          | 2024-06-24 16:25:55 -0400 |
| <a href="mailto:heatherlafant@gmail.com">heatherlafant@gmail.com</a>       | Heather      | Greif           | Active                | Express          |                |                |                |                | <a href="https://www.jotf.org">https://www.jotf.org</a> | 196 Hope Street                                    | Apt. 1A              | Stamford     | CT             |                 | 6906                 | 2022                       | OLAM Public Charter School |                           |                           |
| <a href="mailto:heilloomzeal@gmail.com">heilloomzeal@gmail.com</a>         | Anna         | McCartney       | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:honeymoon1@gmail.com">honeymoon1@gmail.com</a>             | Haim         | Yusupov         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:ivafreed@gmail.com">ivafreed@gmail.com</a>                 | Iva          | Freed           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:jacvovt@gmail.com">jacvovt@gmail.com</a>                   | Jacob        | Voytovich       | Active                | Implied          |                |                |                |                |                                                         | 38 Campbell Drive, Stamford, CT, 06903             |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:janiayak0706@gmail.com">janiayak0706@gmail.com</a>         | Janiaya      | Knight          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:jay5627@gmail.com">jay5627@gmail.com</a>                   | Jason        | Brand           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:jeff0514@gmail.com">jeff0514@gmail.com</a>                 | Jeff         | Schneider       | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:jennyvestefania@gmail.com">jennyvestefania@gmail.com</a>   | Jenny        | Canepa          | Active                | Implied          |                |                |                |                |                                                         | 59 Wood Ridge Drive, Stamford, CT, 06905           |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:jenpell5@gmail.com">jenpell5@gmail.com</a>                 | Jennie       | Small           | Active                | Express          |                |                |                |                | <a href="https://www.jotf.org">https://www.jotf.org</a> | 77 Fieldstone rd                                   |                      | Stamford     | CT             |                 | 6902                 | 2021                       | OLAM Public Charter School |                           |                           |
| <a href="mailto:jeskreiswinkler@gmail.com">jeskreiswinkler@gmail.com</a>   | Jonathan     | Eskreis-Winkler | Confirmed             | Express          | 07/02/24       | C              |                |                |                                                         | 32 Elmbrook Dr                                     | Stamford             | CT           |                | 06906           | boy in 2021 and 2022 | OLAM Public Ch             | 2024-06-14 06:55           | 2024-08-01 11:36:43 -0400 |                           |
| <a href="mailto:jessica.d.katz@gmail.com">jessica.d.katz@gmail.com</a>     | Jessica      | Katz            | Active                | Implied          |                |                |                |                |                                                         | 12 Crane Rd, Star                                  | 12 Crane Road        | Stamford     | CT             | 06902           | 2016, 2017, 2019,    | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:jgreen57@aol.com">jgreen57@aol.com</a>                     | Jill         | Green           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:jlowin3@gmail.com">jlowin3@gmail.com</a>                   | Joanna       | Frank           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:johananavarrete@gmail.com">johananavarrete@gmail.com</a>   | Johana       | Navarrete       | Active                | Implied          |                |                |                |                |                                                         | 41 Fenway St, Stamford, CT, 06902                  |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:jostreete68@gmail.com">jostreete68@gmail.com</a>           | Joane        | Street          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:judith82@gmail.com">judith82@gmail.com</a>                 | J Bernstein  |                 | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:kjordan93@yahoo.com">kjordan93@yahoo.com</a>               | Kimberly     | Jordan          | Active                | Express          |                |                |                |                | <a href="https://www.jotf.org">https://www.jotf.org</a> | 269 Hoyt street                                    |                      | Darien       | CT             | 06820           |                      | OLAM Public Charter School |                            |                           |                           |
| <a href="mailto:karenkt@gmail.com">karenkt@gmail.com</a>                   | Karen        | Karniol-Tambour | Active                | Implied          |                |                |                |                |                                                         | 37 Geneva Rd, Norwalk, CT, 06850                   |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:keith.berman7@gmail.com">keith.berman7@gmail.com</a>       | Keith        | Berman          | Active                | Express          |                |                |                |                |                                                         | 237 West Ln                                        | Stamford             | CT           |                | 06905           | 2018, 2022           | OLAM Public Ch             | 2024-07-31 19:44           | 2024-07-31 19:44:34 -0400 |                           |
| <a href="mailto:kfberkl@gmail.com">kfberkl@gmail.com</a>                   | Karen        | Berk            | Active                | Implied          |                |                |                |                |                                                         | 32 rebonah cir, S                                  | 32 rebonah cir,      | Stamford     | CT             | 06905           |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:ladydelcarmen@gmail.com">ladydelcarmen@gmail.com</a>       | Lady         | Mendoza         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:lbligen4800@gmail.com">lbligen4800@gmail.com</a>           | Lashane      | Bligen          | Active                | Express          |                |                |                |                |                                                         | 140 Hoyt st apt 2                                  | Stamford             | CT           |                | 06905           | 2015                 | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 11:06:32 -0400 |                           |
| <a href="mailto:lewisenior@gmail.com">lewisenior@gmail.com</a>             | Izabella     | Parillo         | Active                | Implied          |                |                |                |                |                                                         | 38 Cogswell Lane                                   | 38 Cogswell Lane     | Stamford     | CT             | 06902           | 2020, 2022           | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:liana.barib@gmail.com">liana.barib@gmail.com</a>           | Liana        | Rapoport        | Active                | Express          |                |                |                |                | <a href="https://www.jotf.org">https://www.jotf.org</a> | 22 Barmore dr                                      |                      | Stamford     | CT             |                 | 6905                 | 2021                       | OLAM Public Charter School |                           |                           |
| <a href="mailto:lilipe5@hotmail.com">lilipe5@hotmail.com</a>               | Liliana      | Pulido          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:lirilgross@gmail.com">lirilgross@gmail.com</a>             | Lori         | Gross           | Active                | Implied          |                |                |                |                |                                                         | 33 Vincent Ave.,                                   | 33 Vincent Avenue    | Stamford     | Ct             | 06905           | 2018, 2020           | OLAM Public Ch             | 2024-06-24 16:25           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:melissamezo@gmail.com">melissamezo@gmail.com</a>           | Melissa      | Mezo            | Active                | Express          |                |                |                |                |                                                         | 18 Brundage Stre                                   | Stamford             | CT           |                | 06907           | 2022, 2024           | OLAM Public Ch             | 2024-07-03 16:47           | 2024-07-03 16:47:52 -0400 |                           |
| <a href="mailto:memple@gmail.com">memple@gmail.com</a>                     | Marissa      | Emple           | Active                | Implied          |                |                |                |                |                                                         | 35 White Birch Lane, Stamford, CT, 06905           |                      |              |                |                 |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:micahkgreenbe@gmail.com">micahkgreenbe@gmail.com</a>       | Micah        | Greenberg       | Active                | Express          |                |                |                |                |                                                         | 43 Aquila Rd                                       | Stamford             | CT           |                | 06902           | 2024                 | OLAM Public Ch             | 2024-07-30 12:29           | 2024-07-30 12:29:17 -0400 |                           |
| <a href="mailto:mkordonchik@gmail.com">mkordonchik@gmail.com</a>           | Maria        | Yusupov         | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:montalvosandra@gmail.com">montalvosandra@gmail.com</a>     | Kaylani      | Montalvo        | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:nava.jacknls@gmail.com">nava.jacknls@gmail.com</a>         | Nava         | Jacknis         | Active                | Implied          |                |                |                |                |                                                         | 11 Don Bob Rd, S                                   | 11 Don Bob Road      | Stamford     | CT             | 06903           | 2019, 2022           | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:neilgershon@gmail.com">neilgershon@gmail.com</a>           | Neil         | Gershon         | Active                | Implied          |                |                |                |                |                                                         | 29 quaker ridge                                    | 29 quaker ridge      | Stamford CT  | CT             | 06903           |                      | OLAM Public Ch             | 2024-06-24 16:25           | 2024-06-24 16:25:55 -0400 |                           |
| <a href="mailto:ninet201323@gmail.com">ninet201323@gmail.com</a>           | Brenda       | Arevalo         | Awaiting confirmation |                  |                |                |                |                |                                                         | 72 Custer st                                       | Stamford             | Ct           |                | 6902            | 2021                 | OLAM Public Ch             | 2024-04-27 20:01           | 2024-06-24 11:47:34 -0400 |                           |
| <a href="mailto:nyomishanice01@gmail.com">nyomishanice01@gmail.com</a>     | Nyomi        | Moreno          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:panzok@gmail.com">panzok@gmail.com</a>                     | Amy          | Harel           | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:pevelinga@gmail.com">pevelinga@gmail.com</a>               | Paola        | Claros          | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |
| <a href="mailto:Rapaport@gmail.com">Rapaport@gmail.com</a>                 | Liana        | Liana           | Active                | Express          |                |                |                |                |                                                         | 22 Barmore dr, Stamford, CT, 0690                  | Stamford             | CT           |                | 06905           | 2021                 | OLAM Public Charter School |                            |                           |                           |
| <a href="mailto:rashkenas@gmail.com">rashkenas@gmail.com</a>               | Ron          | Ashkenas        | Active                | Implied          |                |                |                |                |                                                         |                                                    |                      |              |                |                 |                      | OLAM Public Ch             | 2024-08-01 09:24           | 2024-08-01 09:24:30 -0400 |                           |

|                       |                    |               |                       |         |          |   |  |  |  |                                            |                  |             |    |       |                  |                  |                |                  |                           |
|-----------------------|--------------------|---------------|-----------------------|---------|----------|---|--|--|--|--------------------------------------------|------------------|-------------|----|-------|------------------|------------------|----------------|------------------|---------------------------|
| renana.teplitak       | Renana             | Teplitsky     | Awaiting confirmation |         |          |   |  |  |  |                                            | 51 Riverside Ave | Stamford    | Ct |       | 6905             | 2018, 2020, 2022 | OLAM Public Ch | 2024-06-17 18:50 | 2024-06-24 11:47:34 -0400 |
| ritanudelman@gmail    | Rita               | V             | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| ron.kutas@gmail       | Ron                | Kutas         | Active                | Implied |          |   |  |  |  | 111 Gray Farms Road, Stamford, CT, 06905   |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| ronsichel@aol.c       | Ronnie             | Sichel        | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| safar.eric@gmail      | Erica              | Safar         | Active                | Implied |          |   |  |  |  | 8 Mitzi road, Stamford, 06905              |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| sam.gressel@gmail     | Sam                | Gressel       | Active                | Implied |          |   |  |  |  | 33 Vincent Ave                             | Stamford         | CT          |    | 06905 | 2018, 2020       |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| sanchezruth92@gmail   | Ruth               | Sanchez       | Awaiting confirmation |         |          |   |  |  |  | 30 Victory St, 5                           | Stamford         | CT          |    | 6902  | 2018/ 2020       |                  | OLAM Public Ch | 2024-06-19 14:22 | 2024-06-24 11:47:34 -0400 |
| shacorrailson         | Shacorra           | Wilson        | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| sharon.sachakov       | Sharon             | Sachakov      | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| shira@innerson        | Shira              | Ashkenas      | Confirmed             | Express | 06/14/24 | C |  |  |  | 107 Pine Tree Dr                           | Stamford         | CT          |    | 6906  | 2018 , 2021      |                  | OLAM Public Ch | 2024-06-14 07:22 | 2024-06-24 11:47:34 -0400 |
| shiraabrahms@gmail    | S                  | Nerenberg     | Active                | Implied |          |   |  |  |  | 75 Chestnut Hill Road, Stamford, CT, 06903 |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-08-01 09:24:30 -0400 |
| shirapenina@gmail     | Shira              | Ashkenas      | Active                | Implied |          |   |  |  |  | 107 Pine Tree Dr                           | Stamford         | CT          |    | 06906 | 2021             |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| shirleysharris@gmail  | Shirley            | Harris        | Awaiting confirmation |         |          |   |  |  |  | 171-myano lane                             | Stamford         | Connecticut |    | 6902  | 2018             |                  | OLAM Public Ch | 2024-06-14 11:22 | 2024-06-24 11:47:34 -0400 |
| shush.walsh@gmail     | Shushannah Walsh   | Walshe        | Awaiting confirmation |         |          |   |  |  |  | 78 Old North Sta                           | 78 Old North Sta | Stamford    | CT | 6905  | 2019             |                  | OLAM Public Ch | 2024-06-14 07:26 | 2024-06-24 16:25:54 -0400 |
| sofya247@gmail        | Sofya              | Petrukhin     | Active                | Implied |          |   |  |  |  | 65 Glenbrook Road                          | Stamford         | CT          |    | 6902  | 2022             |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| solo316@gmail         | Shari Ziegelman    |               | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| solomonfrager         | Solomon            | Frager        | Awaiting confirmation |         |          |   |  |  |  | 161 Edward Place                           | Stamford         | CT          |    | 6905  | 2015, 2018, 2023 |                  | OLAM Public Ch | 2024-06-14 08:05 | 2024-06-24 11:47:34 -0400 |
| ssgrsl@hotmail        | Sam                | Gressel       | Active                | Express |          |   |  |  |  | 33 Vincent Ave.                            | Stamford         | CT          |    | 06905 | 2018, 2020       |                  | OLAM Public Ch | 2024-08-06 16:44 | 2024-08-06 16:49:18 -0400 |
| stacey.sherrod@gmail  | Stacey Sherrod     |               | Active                | Implied |          |   |  |  |  | 67 hales ct, Westport , Ct, 06902          |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| talliarbit@gmail      | Tali               | Winkler       | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |
| tashliyana@gmail      | Tashliyana         | Shuler-Drakes | Awaiting confirmation |         |          |   |  |  |  | 56 Bradley street                          | Bridgeport       | Connecticut |    | 6610  | 1993             |                  | OLAM Public Ch | 2024-03-01 15:48 | 2024-06-24 11:47:34 -0400 |
| tbernstein@bch        | Tzvi Bernstein     |               | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| tenmamelendez@gmail   | Tenma Melendez     |               | Active                | Implied |          |   |  |  |  | 93 Stillwater Ave, Stamford, CT, 06902     |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| thinhd@gmail          | Tony Du            |               | Active                | Implied |          |   |  |  |  | 263 thornridge drive, Stamford, Ct, 06903  |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| tobyhring@gmail       | Toby               | Ring          | Active                | Express |          |   |  |  |  | 189 Joffre Ave.                            | Stamford         | CT          |    | 06905 | 2020             |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 10:58:16 -0400 |
| trueangelalisha@gmail | Alisha A           |               | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| veronicahero85@gmail  | Veronica Hernandez |               | Active                | Implied |          |   |  |  |  | 35 woodland pl , Stamford, CT, 06902       |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-06-24 16:25 | 2024-06-24 16:25:55 -0400 |
| yanne042817@gmail     | Yanniel            | Moreta        | Active                | Implied |          |   |  |  |  |                                            |                  |             |    |       |                  |                  | OLAM Public Ch | 2024-08-01 09:24 | 2024-08-01 09:24:30 -0400 |



# 18 High Carb Foods to Take Your Training to the next Level

18 of the best high carb foods to gain muscle mass and improve performance in the gym and out

By KATE NEIDIGER Updated: 21 AUGUST 2024



ILLUSTRATION BY GETTY IMAGES

## JUMP TO:

[What Are Carbohydrates?](#)

[What Foods Are High in Carbs in the UK?](#)

[What Are Good High Carb Foods for Pre-Workout?](#)

[How Many Grams of Carbohydrates Should I Eat a Day?](#)



Info Session on Zoom

Monday, 9/9/24  
12:00 PM

OLAM PUBLIC

## Everyone Who Joined Taylor Swift and Travis Kelce in Rhode Island: Blake Lively, Ryan Reynolds, Bradley Cooper and More

The hangout marks the first time Swift and Kelce have been seen together since a mid-July Eras Tour show in Germany

By Bevan Brunner Published on August 25, 2024 02:39 PM EDT

27 COMMENTS



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**Interest rate cuts**

Federal Reserve's Powell speaking to a group of investors after the meeting. Powell said the Fed will keep rates steady.

**18th High Carb Foods**

What Are Carbohydrates? What Foods Are High in Carbs in the UK? What Are Good High Carb Foods for Pre-Workout? How Many Grams of Carbohydrates Should I Eat a Day?

**USA TODAY**

News, Politics, Sports, Entertainment, Life, Money, Tech, Travel, Opinion

**For Trump, post-convention phase of 2024 campaign starts now**

Trump must now deal with a more unified opposition as he faces a more unified opposition as he faces a more unified opposition.

**Florida State, Georgia Tech lead Week 9 winners and losers**

It was a great morning for Georgia Tech and a bad one for Florida State. The two ACC teams traded blows in the Week 9 matchup.

**With month's margin, Biden escapes this year-long GOP push to take him down**

The Justice Dept. has not yet decided whether to prosecute Biden. The Justice Dept. has not yet decided whether to prosecute Biden.

**Montgomery claims to reject Biden's negotiations**

Montgomery claims to reject Biden's negotiations. Montgomery claims to reject Biden's negotiations.

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OLAM Public Charter School is being planned for Stamford in Fall 2026!... See more

**Public Charter School**



Your story · 16h

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Public Charter School

A new charter school is coming to Stamford!

July 31 • 7pm

Join us for a Zoom info session to learn more

\*Pending Approval

Join here

Нова чартерна школа відкривається в Стемфорді

Дізнайся більше вже сьогодні!

**OLAM**  
Public Charter School

HEBREW PUBLIC

**OLAM** Public Charter School  
Published by Angelica Gorio · 19h ·

You're invited! Join us on Monday, June 17th, from 11 am to 12 pm at the Main Ferguson Library to discover more about the exciting plans for Olam Public Charter School, set to open in Stamford in Fall 2026.

Reserve your spot now by registering: <https://form.jotform.com/241574919307059>

**OLAM**  
Public Charter School

Join us to learn more!

**OLAM**, a new public charter school, is planned to open in Stamford in Fall 2026!

Info Session | Monday, June 17 | 11 AM - 12 PM | Main Library, DiMatteo Building, Gal Maltz Rotary Room, 3rd floor, 96 Broad Street, Stamford

Stamford@HebrewPublic.org

HEBREW PUBLIC

**OLAM**  
Public Charter School

Приєднуйтеся до нас у формуванні майбутнього державної чартерної школи **OLAM**.

HEBREW PUBLIC  
Charter Schools for Jewish Children

Станьте частиною чогось особливого!

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July 31 • 7pm

Join us for a Zoom info session to learn more

\*Pending Approval



**OLAM**  
Public Charter School

INFO ZOOM SESSION  
July 31st at 7pm

**OLAM**  
Public Charter School

Info Session on Zoom  
Monday, 9/9/24 12:00 PM

**OLAM**  
Public Charter School

INFO ZOOM SESSION  
July 31st at 7pm



## OLAM Public Charter School

Published by Angelica Gorrio · 4 days ago ·

We had a wonderful time at Fairgate Farmers Market, connecting with families, their children, and community organizations! We're thrilled to see so much excitement for a new K-8 public school option in Stamford.



See insights and ads

Boost post

You and 6 others

## OLAM Public Charter School

Published by Angelica Gorrio · June 3 at 5:13 PM ·

Thank you to all the families and community members who took the time to learn more about Olam Hebrew Charter School during Stamford Day 2024! We loved meeting you and hearing about your hopes for your children's educational journey. Stay tuned for details on our upcoming parent informational session.



See insights and ads

Boost post

You and 7 others

## OLAM Public Charter School

Published by Angelica Gorrio · 6 days ago ·

Join Olam Public Charter School as we engage with our community! We're reaching out to Stamford families at community centers, events, laundromats, parks, daycare centers, and tomorrow at the Fairgate Farmers Market at 5 PM. Visit our table to learn more about our exciting new school opening in 2026. Have questions? Email us at [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org). See you there!



## Greenwich & Stamford CT Parents

Private group · 2.0K members

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OLAM Public Charter School

July 10 at 10:10 PM ·

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OLAM PUBLIC CHARTER SCHOOL IS BEING PLANNED FOR THE CHILDREN OF STAMFORD IN FALL 2026!

Modeled after Hebrew Public Schools in Brooklyn and Staten Island, OLAM Public Charter School will offer rigorous instruction in English, math, Modern Hebrew, science, art and music, social studies, and sports.

Join us on Zoom to learn more about our plans for Stamford!

[hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

OLAM Public Charter School

Info Session on Zoom

Wednesday, July 31 • 7:00 PM

Join us and learn more! [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

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## Stamford CT Community

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OLAM Public Charter School

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OLAM PUBLIC CHARTER SCHOOL IS BEING PLANNED FOR THE CHILDREN OF STAMFORD IN FALL 2026!

Modeled after Hebrew Public Schools in Brooklyn and Staten Island, OLAM Public Charter School will offer rigorous instruction in English, math, Modern Hebrew, science, art and music, social studies, and sports.

Join us on Zoom to learn more about our plans for Stamford!

[hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

OLAM Public Charter School

Info Session on Zoom

Wednesday, July 31 • 7:00 PM

Join us and learn more! [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

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## OLAM Public Charter School

Published by Angelica Gorrio ·

¡Desdora Olam Únete a nuestra sesión de información Zoom. Olam, que abrirá sus puertas en otoño de 2026, es una escuela gratuita que comenzará con K-1 y se ampliará cada año hasta K-8. Obtenga más información e inscribale en: [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)



¡Se está planificando OLAM, una nueva escuela pública autónoma para los niños de Stamford!

Inaugurada en el otoño de 2026\*, OLAM será una Escuela gratuita ubicada en sus propias instalaciones privadas, que atiende a estudiantes de los grados K-1 en su primer año escolar. Cada año, la escuela crecerá un grado hasta abarcar K-8.

**OLAM**  
Public Charter School  
[hebrewpublic.org/OLAM-PCS](https://hebrewpublic.org/OLAM-PCS)  
[stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org)

Sesión Info. en Zoom  
Miércoles,  
31 de julio • 7:00 PM  
[hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

Nuestra misión

Proporcionar a los estudiantes de todos los orígenes un plan de estudios riguroso, un ambiente de apoyo en el aprendizaje, instrucción diaria en Hebreo Moderno y un enfoque en la ciudadanía global.

\*Aprobación pendiente

## OLAM Public Charter School » Stamford Mommas

4h ·

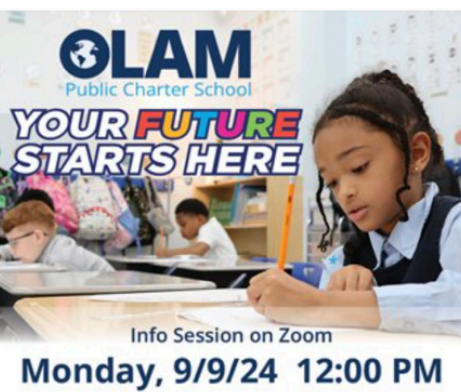
Join us on Zoom to learn about our plans for the children in Stamford!

RSVP here: [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

If approved, OLAM would open its doors in Sept. 2026 and serve children in Pre-K, Kindergarten and 1st grade that year.

If you have a child born in 2020, 2021, or 2022 - this is the place for you!

Questions? Reach out to us at [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org).



Info Session on Zoom

Monday, 9/9/24 12:00 PM

## OLAM Public Charter School » Greenwich & Stamford CT Parents

4h ·

Join us on Zoom to learn about our plans for the children in Stamford!

RSVP here: [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

If approved, OLAM would open its doors in Sept. 2026 and serve children in Pre-K, Kindergarten and 1st grade that year.

If you have a child born in 2020, 2021, or 2022 - this is the place for you!

Questions? Reach out to us at [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org).



Info Session on Zoom

Monday, 9/9/24 12:00 PM

Edit

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## Greenwich & Stamford CT Parents

Private group · 2.0K members



About Discussion Featured Members Events Media Files

### OLAM OLAM Public Charter School

September 5 at 4:54 PM · 🌐

Join us on Zoom to learn about our plans for the children in Stamford!

RSVP here: [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

If approved, OLAM would open its doors in Sept. 2026 and serve children in Pre-K, Kindergarten and 1st grade that year.

If you have a child born in 2020, 2021, or 2022 - this is the place for you!

Questions? Reach out to us at [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org).



Info Session on Zoom

**Monday, 9/9/24 12:00 PM**

## Stamford CT Community

Public group · 23.3K members



About Discussion Featured People Media Files

### OLAM OLAM Public Charter School

September 4 at 9:57 PM · 🌐

Join us on Zoom to learn about our plans for the children in Stamford!

RSVP here: [hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session)

If approved, OLAM would open its doors in Sept. 2026 and serve children in Pre-K, Kindergarten and 1st grade that year.

If you have a child born in 2020, 2021, or 2022 - this is the place for you!

Questions? Reach out to us at [stamford@hebrewpublic.org](mailto:stamford@hebrewpublic.org).



Info Session on Zoom

**Monday, 9/9/24 12:00 PM**



< [stamfordmoms.com](https://stamfordmoms.com) 9+ 🔍

Posts

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Photos

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[stamfordmoms.com](https://stamfordmoms.com)

Posted by Stefanie Tiso Horn

Just now · 🌐

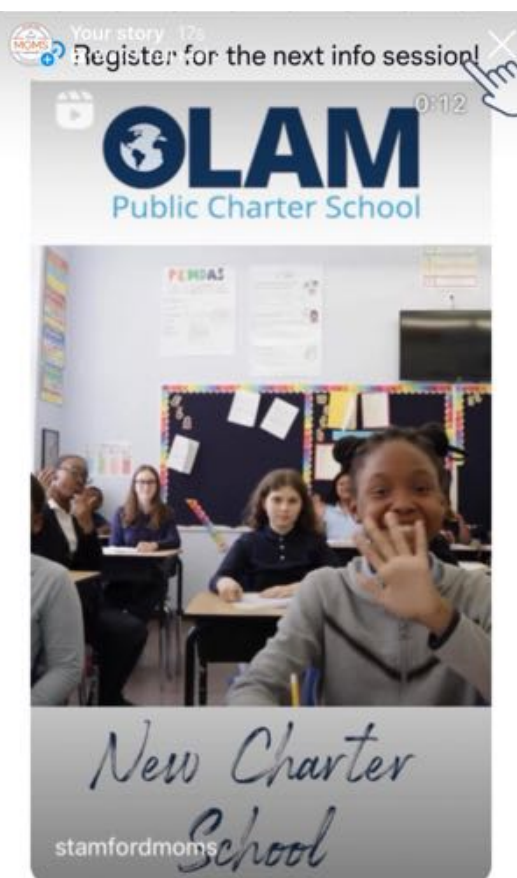
Want to learn more about OLAM Public Charter School being planned for Stamford in Fall 2026?

Join the next info session on September 9 at noon!

Modeled after [Hebrew Public](https://hebrewpublic.org) in Brooklyn and Staten Island, OLAM Public Charter School will offer rigorous instruction in English, math, Modern Hebrew, science, art and music, social studies, and sports.

Visit [Hebrewpublic.org/olam-session](https://hebrewpublic.org/olam-session) to register.

[#stamfordmoms](https://twitter.com/stamfordmoms) [#stamfordkids](https://twitter.com/stamfordkids) [#stamfordfamilies](https://twitter.com/stamfordfamilies)  
[#stamfordct](https://twitter.com/stamfordct) [#olampubliccharterschool](https://twitter.com/olampubliccharterschool)  
[#givingmomsthegiftoftime](https://twitter.com/givingmomsthegiftoftime) [#makingmommyingeasy](https://twitter.com/makingmommyingeasy)

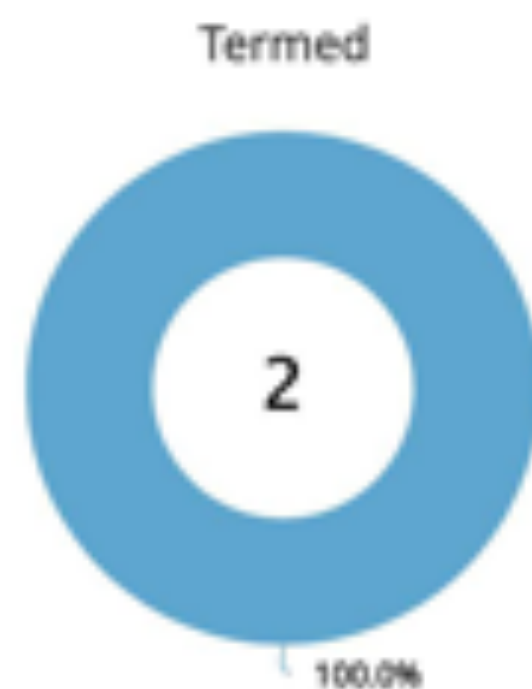




Active Filters:

Filter Options

## Ethnicity at a Glance



White Black or African American Hispanic or Latino Unknown/Discontinue Two or More Races Asian Not Defined Prefer Not to



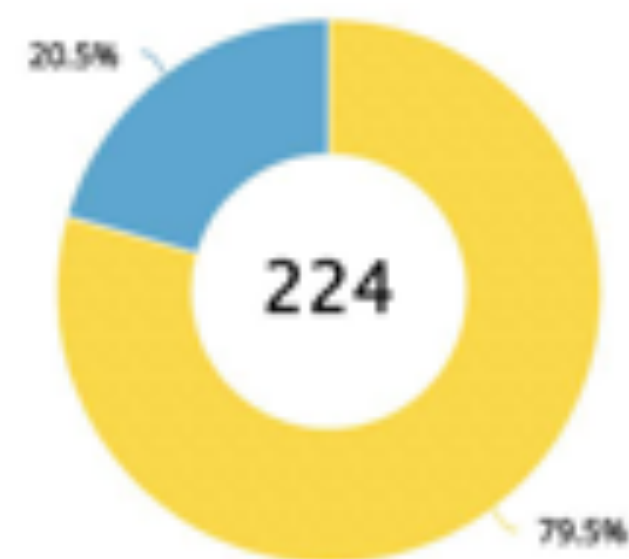
Active Filters:

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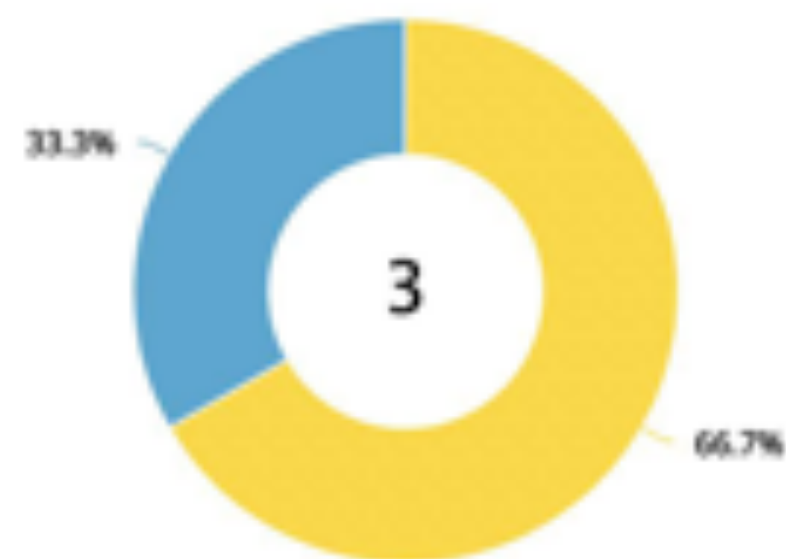
## Gender (Legal) at a Glance



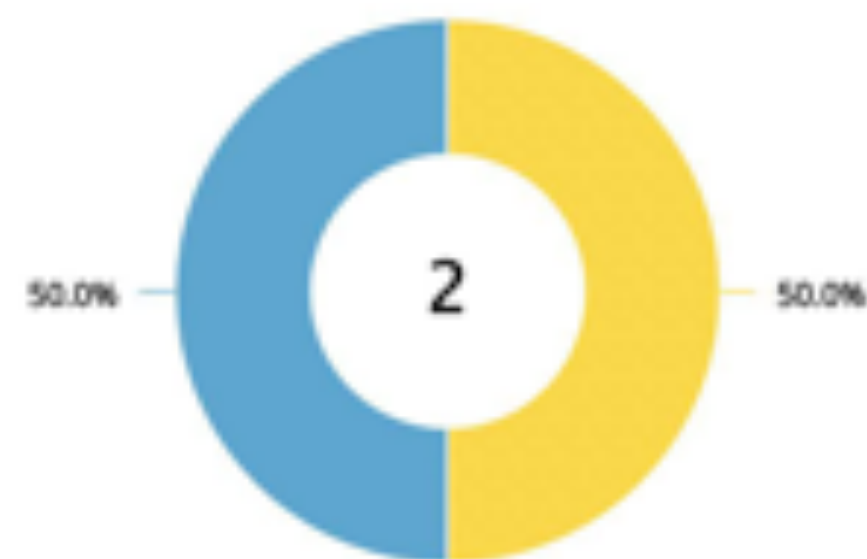
Headcount



Hired



Termed



Male Female

View Insights from

September 2024 - September 2024



Select a Saved Filter



Filter Insights

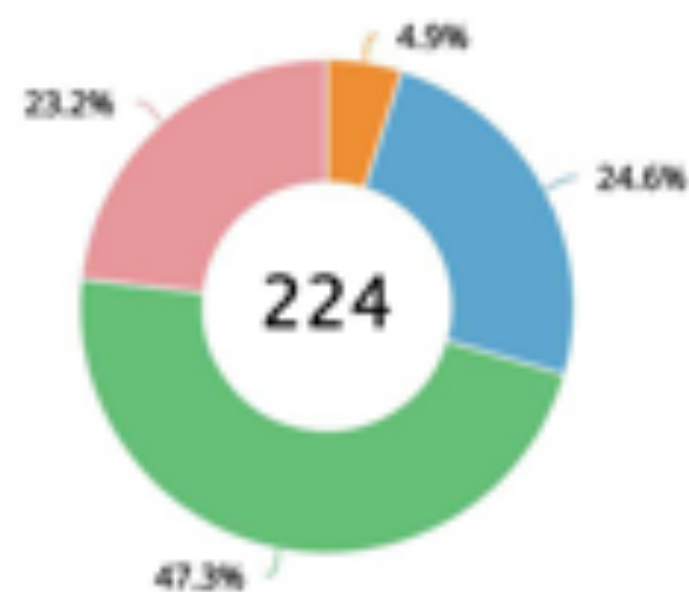
Active Filters:

Filter Options

## Generation at a Glance



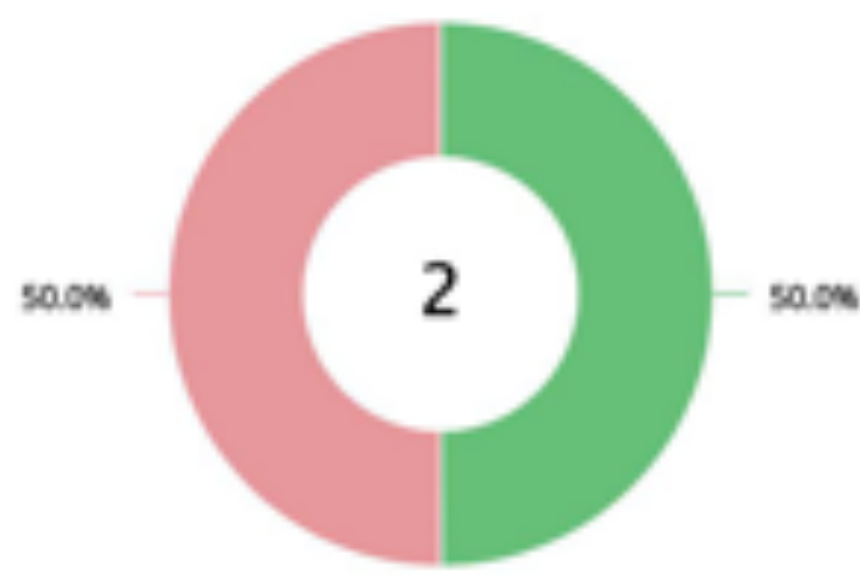
Headcount



Hired



Termed



Baby Boomers (1945 - 1964) Generation X (1965 - 1980) Millennials (1981 - 1994) Generation Z (1995 - 2010)

September 2024 - September 2024



Select a Saved Filter



Filter Insights

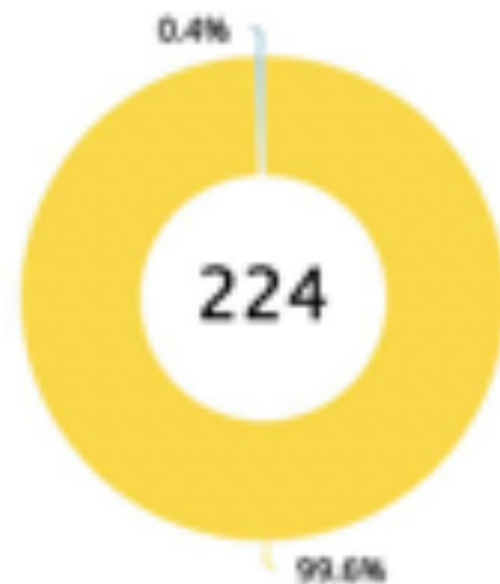
Active Filters:

Filter Options

## Veteran at a Glance



Headcount



Hired



Termed



Veteran Non-Veteran





September 3, 2024

To Whom It May Concern,

I am writing to express my strong support for the OLAM Public Charter School's application to open a new charter school in Stamford, Connecticut. As the Chief Executive Officer of Latinos for Educational Advocacy and Diversity (LEAD), an organization dedicated to advancing educational opportunities and advocating for the needs of Latino communities across Connecticut, I firmly believe that the establishment of this charter school will bring significant benefits to the students and families in our community.

OLAM Public Charter School proposes to join the Hebrew Public network of charter schools, a network that has consistently demonstrated a commitment to academic excellence, global citizenship, and diversity. I have closely followed the successes of Hebrew Public in New York City and have been impressed by their innovative approach to education and their proven track record in delivering high-quality education to diverse communities.

The addition of OLAM Public Charter School to Stamford would greatly enhance the educational landscape, providing families with more choices for quality education. The school's focus on high academic standards, cultural enrichment, community and parent engagement, as well as its commitment to diversity, equity, and inclusion, aligns closely with the values we promote at LEAD. These are the kinds of initiatives that will resonate deeply with the families we serve and support the broader goal of educational equity.

I strongly urge you to consider their proposal and support the establishment of OLAM Public Charter School in Stamford. The potential impact on our community is immense, and I am confident that this school will contribute positively to the educational outcomes of our children.

Please feel free to contact me if you need any additional information or if there is anything I can do to further support this effort. I am fully committed to this initiative and look forward to the positive changes it will bring to our community.

Thank you for your time and consideration.

Sincerely,

Lucas Pimentel

Chief Executive Officer

Latinos for Educational Advocacy and Diversity (LEAD)

Social Media:

@CTLEAD

Web Page:

CTLEAD.ORG

Ana Maria Bars  
U & I Fine Arts and Framing  
33 Spring St, Stamford, CT 06901  
July 6, 2024

To whom it may concern,

I am writing to express my strong support for the establishment of Olam Public Charter School in Stamford. As a long-standing business owner in this community, I have witnessed firsthand the diverse and vibrant population that makes Stamford unique. However, I have also observed the challenges many families face in accessing high-quality educational options for their children.

Having more school choices available to parents is crucial. I wish I had such options when my son was of school age. Like many parents, I had to relocate so that he could attend a school in a different district that met our educational standards and aspirations. The presence of Olam Public Charter School in Stamford would provide families with an excellent educational alternative, reducing the need for such drastic measures and keeping our community intact.

Olam Public Charter School, as part of the esteemed Hebrew Public network, has a proven track record of delivering high-quality education focused on academic excellence, global citizenship, and diversity. The benefits of having such an institution in our town are manifold. Not only would it provide a superior education for our children, but it would also make Stamford an even more attractive place for families to live, particularly when their children reach school age. This increased attractiveness would bring new families and businesses to our area, contributing to the economic vitality and social fabric of our community.

The presence of Olam Public Charter School would encourage families to settle in Stamford, knowing that their children will receive a well-rounded education that values cultural diversity and academic excellence. This, in turn, will benefit all residents by fostering a more engaged, informed, and diverse community.

I urge you to support the establishment of Olam Public Charter School in Stamford. The positive impact it will have on our children, families, and the broader community cannot be overstated.

Thank you for considering this vital addition to our educational landscape.

Sincerely,

Ana Maria Bars



June 28, 2024

To whom it may concern,

I am writing to express my strong support for Olam Public Charter School's application to establish a new charter school in Stamford, CT. As a community leader and founder of Nosotr@s, an organization representing working immigrant families and their children, I am confident that this new school will bring significant benefits to our district's students and families.

After learning about Olam Public Charter School, which is part of the Hebrew Public network known for its outstanding record in providing high-quality education centered on academic excellence, global citizenship, and diversity, I am convinced that this is exactly what the diverse population of Stamford needs. Olam's commitment to educational innovation, equity, and its successful track record in various community school districts across the country is truly impressive.

The addition of Olam Public Charter School in Stamford will enhance our educational landscape, offering parents and students, especially new arrivals, more options for quality education. The school's dedication to high academic standards, cultural enrichment, parent and community engagement, and principles of diversity, equity, and inclusion will particularly resonate with families in our community.

As an immigrant, I can attest that many of us relocate to the United States to provide our children with a better quality education, and often, the cultural aspect is missed. Having a school like Olam will give our children a broader view of the world, exposure to different cultures, the opportunity to learn a language they otherwise might not be able to, and foster empathy. These attributes will enhance their interactions with one another and help them become better human beings and students—an outcome that many immigrants and parents are striving for.

I urge the community and decision-makers to support the establishment of Olam Public Charter School in Stamford. This school represents an invaluable opportunity to enrich our educational environment, promote diversity, and meet the needs of our growing and diverse population.

Sincerely,

Carla Esquivel



October 11, 2024

To Whom It May Concern:

As the founder and chair of Hebrew Public, and on behalf of my family's philanthropic efforts through the Steinhardt Foundation, I am writing to confirm that we have supported Hebrew Public's work since its inception in 2009. Our contributions have exceeded \$20,000,000, with substantial funding dedicated to new school development.

If the State of Connecticut approves the establishment of Olam Public Charter School, it too would benefit from our continued philanthropic commitment.

Best regards,

A handwritten signature in cursive script that reads "Sara Bloom". The signature is fluid and elegant, with the first name "Sara" and last name "Bloom" clearly distinguishable.

Sara Bloom

Chair  
Hebrew Public

**October 25, 2024**

To whom it may concern,

I am writing to express my support for the establishment of OLAM Public Charter School in Stamford, Connecticut. As a parent of two children in this community, I believe that OLAM Public Charter School would provide an excellent educational opportunity for local children, including my own.

The commitment of OLAM Public Charter School to academic excellence, diversity, and global citizenship is particularly appealing to me. I am excited about the possibility of a school that not only prioritizes strong academics but also fosters an inclusive and multicultural environment. Stamford is a diverse community, and I believe that OLAM Public Charter School's emphasis on global learning and Hebrew as a world language will offer our children a unique and valuable perspective.

As a parent, I am always seeking the best educational opportunities for my children and the children in our community. I believe OLAM Public Charter School would offer exactly that—an innovative, high-quality public school option that reflects the diverse needs of our community.

I fully support OLAM Public Charter School's application and hope that it will receive favorable consideration. I look forward to seeing this school become a part of our community and the positive impact it will have on the educational landscape.

Sincerely,

*Jonathan Miller*

JONATHAN MILLER  
61 ROCK SPRING ROAD  
UNIT 34  
STAMFORD, CT 06906  
PARENT OF TWO CHILDREN IN THE STAMFORD COMMUNITY