Revere School Committee Meeting Agenda
January 17, 2023

A Regular Meeting of the Revere School Committee will be held on **Tuesday, January 17, 2023** at **6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from a PC, Mac, iPad, iPhone or Android device:
   Please click this URL to join.
https://us02web.zoom.us/j/87342428457?pwd=b1ExU21aOHQrQWtxdHlQY3pRRTVIdz09
   Passcode: e7x880

Watch on Revere School Committee YouTube
https://www.youtube.com/c/revereschoolcommittee

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
     a. Angel Ortez Erazo – RHS 10th Grade Student
          "New England Revolution Academy – Under 17 Soccer Team"
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
     a. "Student Council" – Lincoln School Principal Ms. Sara Hoomis, Student Council Advisor Ms. Alexa Sasso
          (Strategic Initiative/Objective 5.2)
     b. "Building a GMS Community Through PBIS" – Garfield Middle School Principal Mr. Stephen Pechinsky (Strategic Initiative/Objective 1.2, 1.3, 2.1, and 5.2)
     c. Post-Secondary Transitional Programs – Ms. Kristen Murphy-Cormier
     d. NEASC Update – Revere High School Principal Mr. Chris Bowen
     e. ESSER III Funds
     f. 2023-2024 School Year Calendar
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
10. Old Business
     a. Association of Islamic Charitable Projects Private School – Mr. Lanre Olusekun
     b. Paraprofessional's Being Hired
     c. Coach Position for Special Education
11. New Business

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools   DK/rp

<u>File</u>: BEDH

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the commonwealth of Massachusetts.

The Revere School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the Revere school community on matters within the scope of their authority. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.

2. All speakers are encouraged to present their remarks in a respectful manner.

3. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.

4. Public Speak shall concern items that are not on the School Committee's agenda, but which are the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.

5. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material. No more than six (6) speakers will be accommodated at any individual meeting.

6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.

7. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.

8. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/or to the extent, they exceed the scope of the School Committee's authority.

    Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC
Amended by Revere School Committee: March 2019

Welcome!

Principal Slide

★ Good Evening and thank you for the opportunity to present this evening.

★ One of our focus areas this year has been creating ways to ensure students have a voice in academic and social event decisions made in our school. One way of ensuring this was establishing a Student Council this year, and they are here to tell you a bit about how that is going.

★ Advisor: ELL Teacher, Alexa Sasso
  Representative Presenters:

    Nina Marineau

    Serenity Angell

    Laila Matignago

    Bilale Allache

    Sophia Gomes

  Tarik Yilmaz

Jayden Short

Student Council

★ Abraham Lincoln School

★ Today, our Student Council consists of 7 fifth grade students and 10 fourth grade students.

Purpose

★ Represent our school!

★ Have a voice and choice!

★ Participate in school activities and organize events!

Representatives

★ Yariela Grandos

★ Nicolly DoSantos

★ Andrea Vargas

★ Kali O'Neil

★ Violet Yepes Sanchez

★ Bilale Allache

★ Laila Matignago

★ Keren Argueta

★ Nina Marineau

★ Sophia Gomes

★ Serenity Angell

★ Justin Vargas

★ Braxton Perry

★ Tarik Yilmaz

★ Jayden Short

★ Lucas Ortiz

★ Liam Robinson

Voting

Dress Down Days

★ We decide the theme for dress down days. We come up with a list of ideas that we like and write them all down. Then we vote on all the ideas by raising our hands. The theme with the most votes is chosen.

Our Voice

★ One of the ideas that we talked about was what the PTA could buy for the holiday shopping bazaar. We came up with a list of examples. Some examples were pet toys, stuffed animals, blankets, and jewelry. We ran these ideas by the PTA to see if they were in the budget, and she ordered some of the items from our suggestions.
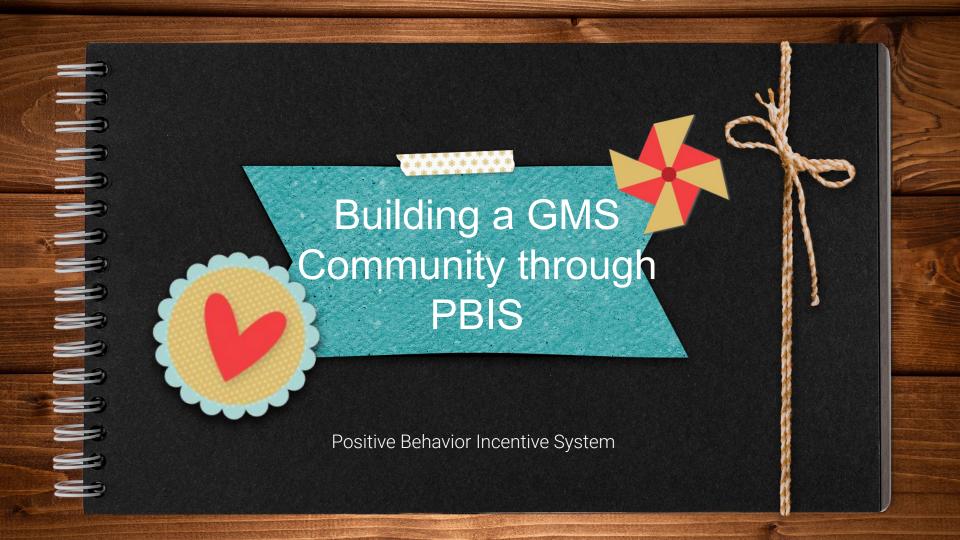
Our Voice

★ Student council is a great way for teachers and administration to hear our voice on important school matters. Joining the student council gives us a voice and choice on school topics. Some of the topics we discuss are field trip destinations, dress down days, heritage months, etc. This is a fun opportunity for us to use our creative ideas. As fourth and fifth graders we are the role models of our school. The school community wants to hear our opinion on school topics.

Building a GMS Community through PBIS

Positive Behavior Incentive System
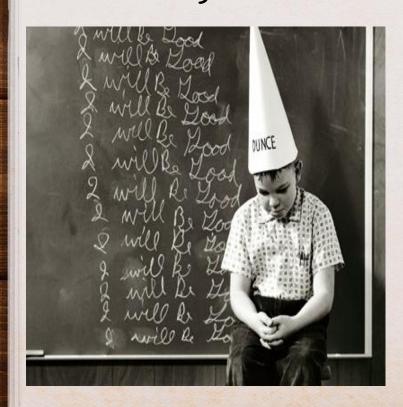
Building an Equitable and Inclusive culture and Climate

Moving from the Punitive to the Restorative
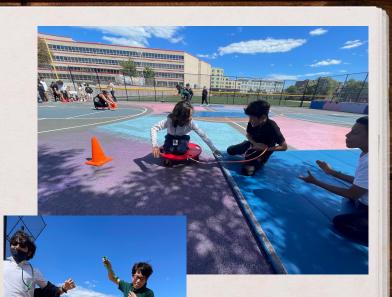
02

Fall Festival

03

Moon Rise

04

World Cup Challenge

05

6th Grade
Bake Sale

$3

07

Weekly
Garfield Buck
& Billy Bills Raffle

GARFIELD MIDDLE SCHOOL
1 **1**

GARFIELD MIDDLE SCHOOL
1 **1**
1

1 **GARFIELD MIDDLE SCHOOL** **1**

1 **ONE GARFIELD BUCK** **1**

1 **GARFIELD MIDDLE SCHOOL** **1**

1 **GARFIELD MIDDLE SCHOOL** **1**

GARFIELD BUCKS

...ions.

...K

...ONSHIPS

1 **1**

1 **GARFIELD MIDDLE SCHOOL** **1**

GARFIELD BUCKS
Are used in mid-year and end of year auctions.
They should be stored in a safe place.
They will not be replaced if lost!

Teachers: Write Names in INK

Student_____

Teacher_____

1 **RESPECT RESPONSIBILITY RELATIONSHIPS** **1**
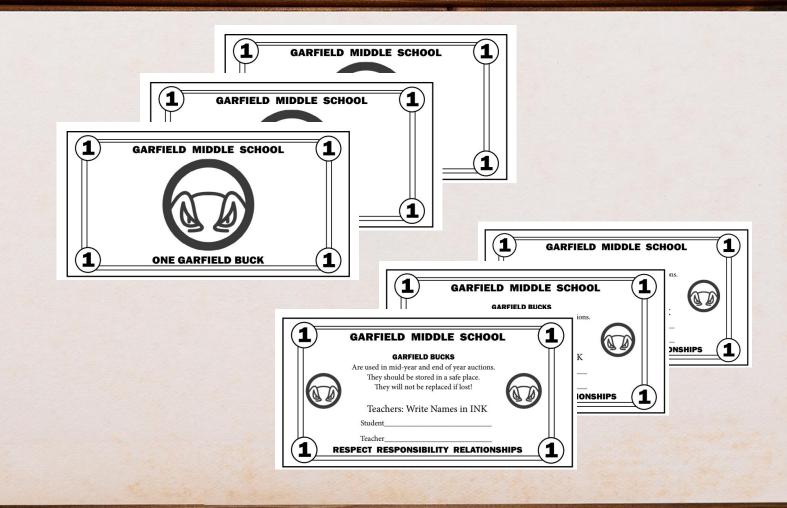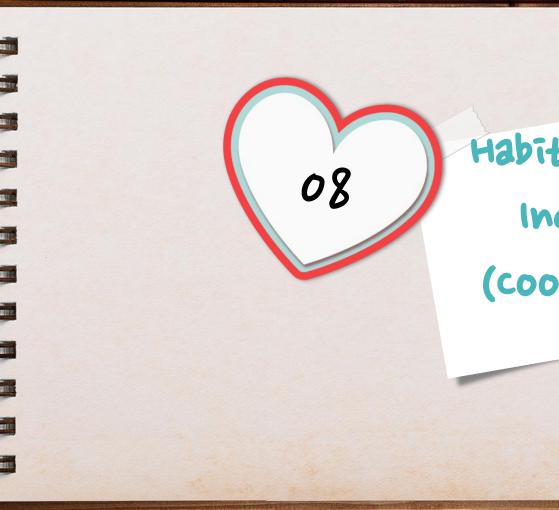
08

Habits of Work Incentives (cookie party)

Special Education Department: Post-Graduate Program

Revere High School

RHS Post-Graduate Program

Comprised of students between 18-22 years old who have obtained a Certificate of Attendance and are eligible to continue their education until their 22nd birthday. Our focus is to prepare students for their post-secondary lives.

- Curriculum:
    - Functional Academics
    - Activities of Daily Living
    - Vocational Skills
    - Social Skills
    - Additional - Speech & OT

- Current Internships/ Partnerships:
    - Revere Parks & Recreation
    - Retro Cafe in RHS
    - Autism for Higher Education Foundation & Chelsea District Court
    - Massachusetts Concurrent Enrollment Initiative at UMass Boston

Paralegal Assistant Training Program
Autism for Higher Education Foundation

AHEF connects school districts with courthouses and will work with students and families to obtain paid employment opportunities.

- RHS is currently partnering with Chelsea District court, previously partnered with Suffolk Family and Probate court

- Four students went through the interview process - two were chosen

- Students will be attending once a week for several hours- alternating weeks starting end of January with a paraprofessional

- Student will complete various tasks for the court office - filing, copying, shredding

Massachusetts Inclusive Concurrent Enrollment Initiative University of Massachusetts Boston

Concurrent enrollment is an opportunity for students to experience college who might otherwise not have a chance to.

- One student attending Spring 2023 with an educational coach/full-time paraprofessional

- Auditing a course, Intro to Nutrition, two days a week and will attend tutoring sessions

- Opportunity to participate in an on-campus internship

Life Skills Collaborative Initiative
Revere, Saugus, and Everett High Schools

Monthly meetings to collaborate and plan events and field trips together.

Revere High School hosts two events:

1. Career Day - various speakers share and answer questions about careers

2. Friendship Festival Field Day - wrap up the year - focus on teamwork and social skills

Career Day Photos

Friendship Festival Photos

Pre-Employment Transition Services

Pre-ETS is a way for the Massachusetts Rehabilitation Commission to service students who do not necessarily need to apply for Vocational Rehabilitation services, but could benefit from exposure to employment and career development supports.

The 5 Pre-ETS components:

- Job exploration counseling

- Work readiness training

- Work-based learning experiences

- Counseling in post-secondary education

- Self-advocacy

Pre-Employment Transition Services

Boston Center for Independent Living - Small Learning Groups - 3 Cohorts

9th grade - job exploration

11th grade - college and career pathways/part time jobs

12th grade - college/trade pathways and post-secondary readiness

Partners for Youth with Disabilities

2 cohorts being set up - 1 RHS life skills and 1 Coast Collaborative

Special Olympics Unified Champion School

Granted status Fall of 2022 by meeting the three components:

- Unified Athletics - Physical Education & Sports
- Inclusive Opportunities Club
- Whole School Engagement Opportunities - Spread the Word & Fans in the Stands
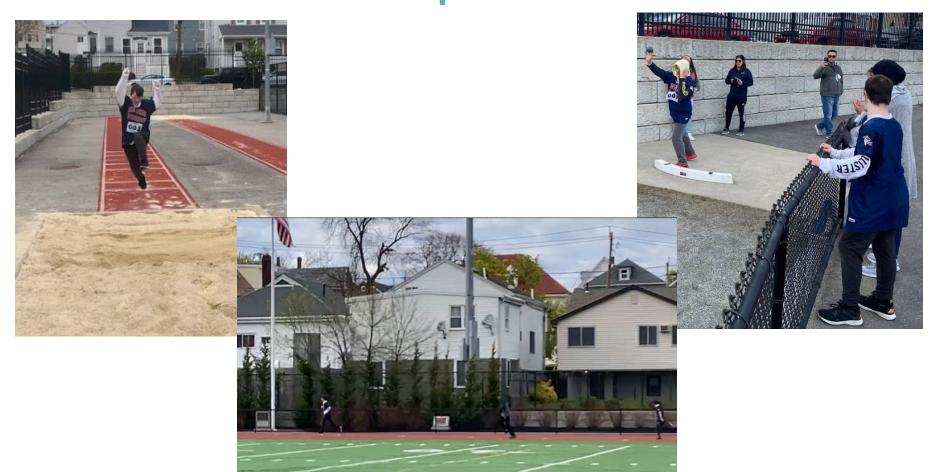
Current Offerings for Unified Sports:

- Fall - Unified Basketball
- Winter - Unified Strength & Conditioning
- Spring - Unified Track & Field

*Bonus - Unified Bocce Tournament - collaboration with Student Council/Senate

Next Steps - applying for the National Banner in March 2023

Unified Sports Photos

Unified Sports Photos

Unified Sports Photos

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Director for Accreditation and School Improvement

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Directors for Accreditation and School Improvement:

FRANCIS T. KENNEDY	KATHLEEN A. MONTAGANO	BRUCE R. SIEVERS	WILLIAM M. WEHRLI
781-425-7749	781-425-7760	781-425-7716	781-425-7718
fkennedy@neasc.org	kmontagano@neasc.org	bsievers@neasc.org	bwehrli@neasc.org

January 5, 2023

Christopher Bowen
Principal
Revere High School
101 School Street
Revere, MA 02151

Dear Mr. Bowen:

On behalf of the Commission on Public Schools, I am pleased to submit the final version of the Collaborative Conference Visit Report.

This Collaborative Conference Visit Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students of the school.

The Commission urges school officials to use the results of the Collaborative Conference Visit Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference Visit Report. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in addressing visiting team recommendations.

I would like to commend you for your school's dedication to continuous improvement through the NEASC Accreditation process. Please feel free to contact me with questions or concerns as they arise.
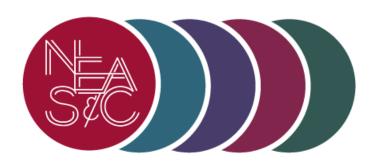
Sincerely,

Alyson M. Geary

AMG/mms

cc: Dianne Kelly, Superintendent, Revere Public Schools

New England Association of School and Colleges, Inc.

Commission on Public Schools

Commission on Public Schools

Report of the Visiting Team for Revere High School

Revere, MA

05-03-2022 - 05-04-2022

Kelly Stokoe, Chair
John Perella, Principal

School and Community Summary

School and Community Summary

Revere High School, located in Revere, Massachusetts, was founded in 1871 and serves a diverse community of 53,692 people just north of Boston. Named after the famous silversmith and patriot upon its separation from Chelsea, Revere is home to America's first public beach. Revere has 11 total public schools, including one alternative high school (Seacoast) and one private Catholic K-8 school. The city of Revere's per pupil expenditure for 2020 was $16,018.47 as compared to the state average of $17,575.17.

The current Revere High School opened in the fall of 1974. The building and the educational programs were a product and reflection of that time period, a mixture of traditional academic offerings, fine and performing arts, and vocational programs all housed within a sprawling open campus originally meant to serve up to 3000 students. For almost 50 years it has been the home for thousands of students from a wide range of backgrounds and ethnicities. In an effort to meet the changing demands of state and national education reform centered on standards, testing, and accountability in the 1990s, Revere High School shifted its educational focus from a comprehensive to a college preparatory program. The vocational curriculum was replaced with additional college prep and Advanced Placement offerings. The aim was for all students who graduated from Revere High School to be college ready. With these shifts in educational philosophies, the school and district embraced its identification as the Best Urban District. An array of recognition and success was celebrated at Revere High School including numerous national awards of excellence, fruitful partnerships with local colleges, and a profound collaboration with the Nellie Mae Foundation during the past 10 years.

Over the almost half-century in operation, this high school building has been repurposed to the fullest extent possible to meet the evolving educational and community needs. This includes a renovation of the library and the previous vocational wing of the campus, and numerous roof and classroom repairs. The structure, however, only allows for minimum flexibility and usage. When the student population contracted between 1980-1995, additional district departments and offices including the central office, the business office, and partnerships with Massachusetts General Hospital were infused into the building. Over the past 10 years, the school has once again grown, almost doubling the student population numbers. As the school expands in numbers and evolves into a modern educational approach, a new facility is needed to implement technology seamlessly across the building and to offer flexible spaces that support collaboration and 21st-century teaching and learning. The school was approved for this new building by the Massachusetts School Building Authority, and plans are underway for the new high school to open in its new location in fall 2026.

Today, Revere High School is a vibrant grade 9-12 community of 2031 diverse students, 4 percent African American, 5.5 percent Asian, 58 percent Hispanic, 1 percent Native American, 30 percent white, and all other students less than 2 percent. In the district, 69 percent of students' first language is not English, 73 percent are high needs, and 56 percent are economically disadvantaged. In the city of Revere, 12 percent of families live below the poverty level. Annually for the past five years, the school has had a student stability rate of approximately 90 percent. The high school reflects the great diversity of the city of Revere with students representing countries from all over the world and speaking almost 50 different languages. Given this cultural, racial, and socioeconomic diversity, Revere High School has been successful at consistently maintaining a high graduation rate of 82.2 percent for an urban district, and now also offers an early graduation pathway. RHS has an attendance rate of 91.1 percent, a retention rate of 11.2 percent, and a dropout rate of 1.5 percent. Forty-seven percent of students attended a 4-year college, 22.1 percent attended a two-year college, 20.1 percent entered the workforce, and 0.6 percent joined the military. Approximately 12 percent of students receive special education services, and 15 percent of students are English language learners. All students are currently required to take four years of English and mathematics, three years of science and social studies, two years of world language, one semester each of freshman writing, health, and physical education, with the remainder of students' programs filled from a variety of elective courses, including several art, computer, and social science electives. Revere High School also offers a variety of co-curricular activities; including 18 different Massachusetts Interscholastic Athletic Association sports, Power of Know Club, Student Government, Gender and Sexuality Alliance, Model UN, National Honor Society, and several other after-school clubs.

Revere High School has established numerous partnerships with local businesses and education programming, including Mass Hire and Massachusetts General Hospital (MGH). A partnership with MGH funds various clubs at the high school, including Power of Know, North Suffolk Mental Health, and a variety of support services. Revere High School has also established effective partnerships with local institutions of higher education including a research-practice partnership with Harvard University focusing on designing research and data collection opportunities. Students may take part in the dual enrollment program offered at Salem State University or enroll in APEX courses online, allowing students to participate in a wider variety of classes not offered at Revere High. We are also in the last steps of establishing an early college program with North Shore Community College.

Revere High recognizes students' academic accomplishments through the National Honor Society, which recognizes high-achieving students, and the Spanish, French, and Italian National Honor Societies. In addition, local newspapers sponsor academic and athletic achievement awards and speech contests in addition to many locally sponsored scholarships. Each spring the school honors students from all spectra in awards assemblies recognizing individual student achievement in academics and athletics.

Core Values, Beliefs, and Vision of the Graduate

REVERE HIGH SCHOOL CORE VALUES STATEMENT
The mission of Revere High School is to develop all students to their full potential by
providing a personalized and meaningful education in a rigorous, respectful, and safe
environment. We strive to develop well-rounded, critical thinkers who become responsible
and resilient citizens in a 21st century global society.
LEARNING EXPECTATIONS
• Read critically
• Write effectively
• Communicate effectively
• Listen actively
• Use technology effectively and appropriately
• Demonstrate problem solving and critical thinking skills
• Express creative and original ideas
CIVIC EXPECTATIONS
• Demonstrate good citizenship
• Practice behavior that promotes a healthy lifestyle
SOCIAL EXPECTATIONS
• Demonstrate a willingness to resolve conflicts responsibly
• Demonstrate ethical behavior
• Respect diversity
• Be accountable for academic and social success

LEARNING CULTURE

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.*

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Revere High School, a committee, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Revere High School used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

The Process Used by the Visiting Team

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Revere High School in Revere, Massachusetts. The visiting team members spent two days at the school, reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and observed classes to

determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Revere High School.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard
1.2a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Does Not Meet the Standard	Does Not Meet the Standard

Foundational Element 1.1a - Learning Culture

Narrative

Revere High School is working to provide a safe environment for students and faculty; however, some members of the school community currently do not always feel safe in school. Almost a third of the faculty and twenty percent of the students report that they feel safe in school only some of the time. This is a trend that has been observed throughout the country as a result of the COVID pandemic and the trauma it has caused. There are established policies and processes to ensure the safety of learners and adults, but the consistent implementation of these policies and processes has given way to other priorities in response to the pandemic. There are some policies and procedures in place for identification tags, building security (such as alarmed doors, cameras, and security personnel), student supervision, fire drills, and emergency management; however, there is a lack of consistent support to maintain these policies and processes in a way that ensures the safety of learners and adults. For example, although the students and faculty members are issued identification tags, there is not currently a consistent response to students and staff who report without identification. All doors are either locked from external entry or attended by security personnel. However, students exiting through unattended doors or picking up takeout food at unattended doors could be problematic. Such students are disciplined when identified but they are not always identified. Teachers do not have duty periods, and as a result, the number of supervisors for students available in hallways and other non-classroom spaces is limited. Increasing the capacity to supervise students before, during, and after school and securing the building grounds will likely increase a feeling of safety among stakeholders. As students and adults become re-accustomed to school and life becomes more regulated post-COVID, it is also likely that feelings of safety will increase.

Rating
Does Not Meet the Standard

Foundational Element 1.2a - Learning Culture

Narrative

The school's core values and beliefs about learning drive student learning, professional practices, learning support, and the provision and allocation of learning resources; however, the Logic Model, which is intended to be used as a vision of the graduate, has not been consistently communicated; preventing it from being an integral part of the school's culture. Central office personnel report that the school community (including teachers, students, caregivers, and community partners) developed and adopted the Logic Model in 2017 with the intention that it would be fully realized in 2027. They also state that it derives from a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning. However, most newer school leaders, school administrators, and teachers report being unaware of its existence. The Logic Model outlines a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success, and the model does include a mission statement with student-focused strategies. The school's core values are listed in the student handbook The school is working on ensuring that the core values and beliefs about learning are actively reflected in every classroom. This will be enhanced when the Logic Model, or revised vision of the graduate, is an integral part of the school culture.

Rating
Does Not Meet the Standard

Foundational Element 2.2a - Student Learning

Narrative

The school does not yet have a written curriculum in a consistent format for all courses in all departments across the school. All courses have units of study based on either state or national standards. However, only a few courses have written curricula containing units of study with guiding/essential questions, concepts, content, skills, and assessment practices. No courses contain explicit common instructional strategies within their curriculum documents. Data from the NEASC survey highlights the need to improve consistency in curriculum across departments and courses. Only forty-three percent of staff find it true that there is a consistent curriculum within the school. And while fifty-three percent of staff find it true that there is a consistent curriculum that is regularly reviewed or revised, only thirty-seven percent of teachers believe that the school has a consistent curriculum that embeds the vision of a graduate. A common curriculum template that links content, instructional practice, and assessment routines does not yet exist at RHS. As a result, teacher teams have not organized their courses in a consistent manner. Elective courses also do not currently have written curricula. Central office personnel indicates that the district is committed to providing time and resources for completing the school's curriculum.

Rating
Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Narrative

The school has a school improvement plan, created by the school improvement council, that aligns with the district's priorities. This plan added focus areas on equity and antiracism during the 2020 development process.

Rating
Meets the Standard

Foundational Element 4.1a - Learning Support

Narrative

The school has some intervention strategies that are designed to support learners.The school offers a variety of intervention strategies in the following areas: academic performance, social-emotional and mental health, and physical health. The school offers a variety of academic supports such as the writing center, the STEM Center, and after-school help from teachers. The school also has a reading interventionist and library media specialist. There is transition programming for incoming ninth graders through the Summer Bridge Program, as well as students that may need to retake a class through credit recovery. There are also various special education and ELL supports. There is a continuum of special education support, including a life-skills program, a small learning group program, and a co-taught inclusion program. English Language Learners are offered specific leveled English Language Development classes, as well as Sheltered English Instruction in academic content areas. The school offers mental health and social-emotional support to students through social workers and partnerships with outside providers. Students can receive both academic and mental/social-emotional support from teachers, social workers, and guidance counselors. The school offers physical health support through the school nurses, the nursing aids, and the school-based health center run by Massachusetts General Hospital. While each learning support has its own process for student referral, it is frequently the case that these processes are not well known to all faculty. This is an area of need.

Rating
Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The current school facility does not support the delivery of high-quality curriculum, programs, and services. Central office administrators acknowledge that the current facility does not have enough classrooms for high-quality instruction. Some classes are currently being taught in office spaces and supply closets. The building is clean, and most common spaces, such as the cafeteria, stairwells, and hallways are well-maintained. There is insufficient storage in the building. Hallways are filled with leftover equipment, ladders, outdated technology, and furniture. Several science classrooms do not have working sinks, proper storage of materials, or drainage for the emergency shower. The building size cannot accommodate the increase in the teaching staff, the need for offices, and the increase in the student population. Teachers who share classrooms do not have a consistent space to work during their planning periods, requiring them to relocate to a faculty room and/or the learning commons. The building has not been updated to include more restrooms or elevators to accommodate the increase in the student population. Additionally, there are only two gender-neutral restrooms located on the first floor and in the east wing. The building leadership team reported restrooms are often closed due to a lack of adult supervision throughout the day. An in-house daytime custodial staff, an external evening contracted vendor, and a district tradesman team collaborate to clean and maintain the facilities; however, the school's Self-Reflection identifies several areas needing improvement in the cleanliness and safety of the building. These include 1) corridor painting and routine cleaning; 2) improvements to internal/external doors, locks, and windows; and 3) improved video-camera coverage (as many cameras are not functioning and don't record). City fire and inspectional services inspect the building, identify deficiencies for repair, and issue occupancy permits on completion of those repairs. The Massachusetts Building Authority has approved funds for a new facility for Revere High School. Construction is scheduled to begin in the spring of 2023.

Rating
Does Not Meet the Standard

Standard 1 - Learning Culture

Narrative

The school community is working to provide a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. The school community has created policies and protocols to define and support the respectful treatment of all members; these policies are located in the faculty and student handbooks. All stakeholders agree that the school community embraces and honors individuality, a positive factor that extends learning and growth for all. Students report that the number and range of clubs and co-curricular activities help them remain engaged in school. Teachers enjoy the connections they make with students in clubs and activities. However, some students state that teachers doubt or question them when they avail themselves of the social-emotional support within the school and some students and parents state that systems do not consistently support and sustain a culture of learning that focuses on the strengths of all students and adults. Teachers aim to support English Learner students, but communication can be challenging. Currently, multilingual staff members and recently added bilingual parent liaisons perform translation services on-demand. The district employs twelve certified translators who work on written documents and can translate during planned meetings. All teachers have access to Lion's Bridge interpretation services for on-demand phone communication with caregivers in the family's primary language. The school recognizes learning gaps and social disparities and has programs and initiatives to address them. There are roles within the district at large, and within the school itself that specifically look at equity and inclusion, and the work in this area is ongoing. Students and staff state that diversity of opinion and personal experience is allowed and even encouraged, and they are free to speak their minds on important issues. Some teachers and support staff members would like a more purposeful commitment from administrators to explore new ideas and implement change.

The school's core values and beliefs about learning drive student learning, professional practices, learning support, and the provision and allocation of learning resources; however, the Logic Model, which is intended to be used as a vision of the graduate, has not been consistently communicated; preventing it from being an integral part of the school's culture. Central office personnel report that the school community (including teachers, students, caregivers, and community partners) developed and adopted the Logic Model in 2017 with the intention that it would be fully realized in 2027. They also state that it derives from a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning. However, most newer school leaders, school administrators, and teachers report being unaware of its existence. The Logic Model outlines a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success, and the model does include a mission statement with student-focused strategies. The school's core values are listed in the student handbook The school is working on ensuring that the core values and beliefs about learning are actively reflected in every classroom. This will be enhanced when the Logic Model, or revised vision of the graduate, is an integral part of the school culture.

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student, but it cannot fully demonstrate how each student is known, valued, and connected to the school community. Most of the school community maintains and supports high expectations for all students. There is a plan in place to identify and support the social and emotional needs of students. Grade-level assistant principals meet with social workers weekly and guidance counselors quarterly to discuss and make plans for struggling students, thus working to ensure that classroom educators and support staff share responsibility for struggling learners. There is an advisory program, in which students are assigned to the same advisor for four years to ensure that an adult mentor in the school knows each student. However, there is a disconnect between the fact that every student is assigned to an advisory and the fact that only 65 percent of students report that at least one caring adult knows them well. In the past, each advisory was required to utilize gatherings/restorative circles weekly to improve relationships and build community. However, teachers report that Advisory is no longer conducted using these practices across all sections. This missed opportunity for a strong advisory program may be associated with poor student attendance for advisory, which is significantly below the average class attendance rate. Students express that they are looking for other options to get help and have breaks during the

day. To provide students with more choices and an additional break during the school day, RHS is exploring advisory becoming more of a flex block where students will have other options besides attending their scheduled advisory class. There is a broad commitment school-wide to all areas of learning, though it is not evident in every classroom. Some classes are dynamic, with evidence of project-based learning. Others rely on online classwork and do not make full use of the 80-minute blocks, asking students to access the classwork via Google Classroom and to work on it during the block. Students state that this lack of engagement and the fact that students cannot fail a class for poor attendance are reasons why some choose not to attend individual classes. Central office personnel states that equity is at the root of the attendance decision, as there are many reasons why black, indigenous, people of color, and students with reduced socioeconomic status have more absences. Students state that teachers and counselors demonstrate that they value all learners, and most do so through instruction and assessment practices. Similarly, teachers and support staff cite students first and foremost and relationships with their colleagues as the most positive aspects of the school.

The school community's professional culture somewhat demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection. The self-reflection report states that neither the school, teacher teams, nor individual educators have a vision for continuous improvement on which to draw when analyzing their work and reflecting on changes and therefore do not embody a spirit of continuous improvement. Teachers, department leaders, and administrators report a divide between those who want to drive curriculum, instruction, and assessment through modern research and techniques and those who are reluctant to adopt new methods and pedagogy. Most instruction and classwork do not reflect 21st-century research-based instruction and reflective practice. Many classrooms are sparsely decorated with little student work on the walls, which may reflect the fact that students had been learning remotely for the previous year, resulting in far fewer samples of student work being available. Administrators state that their goal is to observe each teacher and counselor eight to ten times per school year, but that goal is largely unrealized, with many teachers reporting that they have not been observed once during this school year. Teachers, support staff, department leaders, and school administrators state that the reason for the infrequent observations is that school administrators have many other responsibilities in addition to the observation of teachers, which was compounded by the return to in-person learning with safety protocols. As part of the reopening agreement with the teachers' union, classroom observations were contractually reduced. Teachers are allowed to request peer observation and professional development, but these practices are not incentivized or widely encouraged, which hinders the use of innovative methods to achieve common goals. The lack of substitutes to provide coverage increased staff absences due to COVID, and a focus on cohorting individuals created more than the typical barriers to peer observation. The school community promotes ongoing and authentic formal and informal collaboration. Half of professional learning group time, totaling 38 minutes four times a month, supports the school's instructional focus on competency-based learning. Teachers are in the process of implementing a school-wide revision policy, aligning assignments across course alike groups, and collaborating to create performance-based assessments. Teachers and department leaders state that there are few opportunities for informal collaboration, as there is no common planning time for grade-level teams or course-alike teams to meet beyond the professional learning groups. However, teachers do have 80 minutes of prep time every day; nearly double the typical teacher prep time, which can be an opportunity for informal collaboration. Lead teachers feel limited in their ability to influence teaching practice because they have difficulty supporting their peers who are reluctant to receive feedback. There is district support for educators in maintaining expertise in their content area and in content-specific instructional practices, as long as they align with district goals and the school improvement plan. District instructional leaders usually direct professional growth, but teachers can request professional development opportunities outside the standard offerings from their principal or director. Central office and building administrators value educators as collaborative problem solvers, curriculum creators, and co-learners. The use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences is limited across the school, although central office personnel state that their professional development decisions are driven by current research and that they use ongoing and relevant assessment data, including feedback from the school community, to improve school programs and services. However, only 27 percent of staff believe they have either a great deal or some influence in determining the content of in-service professional development days.

The school's culture somewhat promotes intellectual risk-taking and personal and professional growth. Individual teachers, department leaders, and support staff are passionate about working hard for progress and change. Students state that they hold most of their teachers in high regard, and identified several building administrators

as knowing students' names and caring about them and their academic journeys. Nearly all teachers report that they encourage students to experiment, and some classrooms exhibit student work and other accomplishments, though it is not evident throughout the school. Just over 98 percent of teachers responded that it is totally or mostly true that they teach students that learning from mistakes is an important part of the learning process. Building administrators state that learning from mistakes is important for students' intellectual and personal growth. Many teachers and teacher leaders state that they promote norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others. However, teachers report that when someone breaks a professional norm causing significant harm, there is no clear mediator or process to address this without it rising to the level of building administration. Some classrooms have student norms and/or expectations posted, though not in a consistent format or with any regularity. Revision of student work has been a priority this year, though without consistent support from all staff and/or families. Some students and parents see the revision policy as it is currently in place as inequitable in that it does not reflect real life and the challenges that students will face outside of school. Teachers report that now that a revision policy is set, professional conversations around it should shift to helping students learn from their mistakes regularly. The importance of resilience and opportunities for revision of student work is something that teachers recognize as important and attempt to make space for it across the school.

The school has an inclusive definition of leadership and sometimes provides school leaders with the authority and responsibility to improve student learning. School and district leadership teams are working to improve existing structures that allow for a distributed and inclusive approach to school leadership. The school and district leadership teams are working to improve existing structures that allow for a distributed and inclusive approach to school leadership. For example, to build capacity for instructional leadership at RHS, Lead Teacher positions have been created across the departments to not only facilitate various Professional Learning Groups but also to ensure that teacher voice is included in the decision-making process that impacts the academic programs at RHS. Instructional coaches, Colleague to Colleague Coaches, Course Alike Lead, and Mentor Teacher positions have also been introduced to support building and district leaders enact their vision for teaching and learning at the school. However, despite the opportunities and structures for distributed leadership at RHS, many teachers feel that their ability to make meaningful change is limited due to a lack of vision for the direction of the building and the perception that decisions have been made without teacher input. Teacher leaders have reported that they need more opportunities to make decisions based on their groups' immediate needs. For example, teachers need additional collaboration time with their colleagues to calibrate student grades, yet PLG has been focused on discussing implementing CBL principles. Due to this focus on the bigger picture, there is a perceived disconnect between the bigger picture and the smaller details needed to carry it out. Teachers, school leaders, and school administrators state that all stakeholders need to be included in the decision-making process and teachers need administrative support to provide more structure for students to improve learning. For example, teachers feel the current process for requesting approval to pursue meaningful professional development discourages educators to exercise initiative, innovation, and leadership essential to the improvement of the school and to increase the engagement of students in learning. Teachers and department leaders state that a more collaborative approach would ensure that all parties are reflective and constructive. In addition, the demands on the seven school administrators' time in regard to school safety and student management make it difficult to ensure the principal, working with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset. Building administrators, teachers, and support staff report that building administrators cover all lunch duties every day for two hours, and are sometimes called to deal with more immediate matters elsewhere in the school, contributing to less time to devote to instructional leadership.

The school culture somewhat fosters civic engagement and social and personal responsibility. The school creates civic engagement opportunities and encourages social awareness, upstanding behavior, and fair and respectful treatment of all. There is a community service requirement for all grade levels, and support staff keeps a record of it on a Google Sheet as students provide signed paperwork attesting to their hours. Students report that clubs, activities, and internship opportunities are particularly meaningful to them, especially for underclassmen who have limited choice in their courses because of the block schedule. Students, teachers, and administrators state that all school staff members seek to develop the democratic values of agency, civic dialogue, open-mindedness, equality, and a commitment to the common good. All school staff members seek to characterize classroom behavior and guide school governance. There is a civic action project in tenth grade, and the social studies courses across the school focus on education for civic life in a democracy. Students led demonstrations in support of the Black Lives Matter movement. Extended learning opportunities, under the

guidance of two dedicated extended learning opportunities counselors, encourage learning experiences that connect with or make an impact on the community beyond the school campus. The school has established numerous partnerships with local businesses and educational programming, including Mass Hire, North Suffolk Mental Health, and Massachusetts General Hospital. They fund various clubs at the high school, including Power of Know and a variety of support services. There are also established effective partnerships with local higher education institutions, including a research-practice partnership with Harvard University focusing on designing research and data collection opportunities. Students may participate in the dual enrollment program offered at Salem State University or enroll in APEX courses online, allowing students to participate in a wider variety of classes not offered at the school. The school is also in the final steps of establishing an early college program with North Shore Community College.

Sources of Evidence
- central office personnel
- classroom observations
- department leaders
- NEASC survey
- school leadership
- self-reflection
- students
- teacher interview
- teachers

Standard 2 - Student Learning

Narrative

The school is in the preliminary stages of developing a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. The school district's Logic Model has elements that could be considered in the school's vision of a graduate; however, the school does not provide feedback to learners and their families on each learner's progress in achieving the Logic Model, and it has not been consistently communicated preventing it from being an integral part of the school's culture. Central office personnel report that the school community (including teachers, students, caregivers, and community partners) developed and adopted the Logic Model in 2017 with the intention that it would be fully realized in 2027. They also state that it derives from a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning. However, most newer school leaders, school administrators, and teachers report being unaware of its existence. The Logic Model outlines a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success, and the model does include a mission statement with student-focused strategies. While some work has recently begun, the school has not yet adopted a formal vision of a graduate. The school has a Habits of Work Rubric to measure academic work habits. Teachers are using this in a variety of ways, and results are reported to parents via the report card. Some teachers, working in course-alike groups, have used the rubric to determine what success looks like in their courses, but the rubric is used inconsistently across the school. Teachers state a core competency document that was written some time ago is posted in some classrooms, but it is not widely used. There are also skills that students should possess included in the Logic Model, but most teachers are not aware of this document, and it does not drive instruction. The school has begun work on creating a vision of a graduate in a strategic way that includes transparent communication about the ways in which students are working towards meeting the vision of the graduate. The vision of a graduate is not yet embedded into the school's curriculum, instruction, and assessment practices, and there is no formal process or report on individual or whole-school progress toward achieving the vision of a graduate.

The school does not yet have a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. According to the NEASC survey, 43 percent of teachers state that there is a consistent curriculum that includes transferable skills and dispositions. Most core courses have a version of a written curriculum, but the format varies by department. In most departments, elective courses do not have a written curriculum. There is no schedule in place to periodically revisit and revise the curriculum. The curriculum plan for Algebra I, now called Math I, was last modified in 2014. It also does not include assessment practices. Only 52 percent of teachers indicate that there is a consistent curriculum that is regularly reviewed and revised. There are currently no opportunities for teachers to work on curriculum writing during summer academies or other such avenues for revisiting the curriculum. Course-alike professional learning groups do work together on competency-based learning and power standards. Professional learning groups meet for approximately two and a half hours per month in competency-based learning groups to work on common goals. Habits of work have not been added to all curriculum areas.

The school is in the beginning stages of developing a curriculum that ensures that learners demonstrate a depth of knowledge over a breadth of knowledge. The district recently hired a consulting teacher for deeper learning. There are also content-specific instructional coaches who support teachers. Project-based learning is identified as a best practice in this area, but teachers state that they do not have a shared vision of what deep learning looks like in each content area. There is no mandate to use project-based learning, and teachers state that other forms of deep learning have not been clearly communicated. The district has offered professional development on topics that include deeper learning. Some teachers have chosen to take advantage of these opportunities, but there is no common definition of deep learning and its implications for the classroom.When there is turnover in instructional staff, there is no system in place to inform new teachers about previously offered professional development. Teachers state that there is a need for additional interdisciplinary and vertical curriculum work. Only 38 percent of teachers feel that students have opportunities to learn in ways that combine different subjects,

and only 44 percent say that their department or grade made sure their curriculum aligned across grade levels. The school has completed work on competency-based learning, and building administrators state they want to continue this focus.

The school is at the beginning stages of designing instructional practices that meet the needs of each student. There is a school-wide revision policy that is being used this year in a variety of ways by teachers. There is a new policy that will be implemented for the next school year. Although teachers expressed confidence in their ability to meet individual student needs, approximately one-third of the students failed at least one class. This year the school dropped the policy that students automatically fail a class if they are absent for six or more days. Students and teachers have expressed concerns about this change in policy, and many have interpreted it to mean that attending class is not necessary. Teachers and students state that the policy change has contributed to higher rates of students skipping class this year. Student retention rates are high, particularly among ninth graders. A policy of de-tracking has begun this school year with the goal of providing all learners with access to rigorous learning opportunities. Teachers report that there has not been enough professional development around meeting the needs of heterogeneous groups of students. Parents also report a perceived decrease in rigor for most classes due to this change. The school has a writing center and a STEM center available for support in those areas. Students who fail a class are required to make up the entire class, not just the competency that they have not yet mastered. There is no intervention block in the school day to meet the needs of individual students. Teacher leaders state there are no clear expectations for what to do when students struggle. The goal of the policy on attendance, the school-wide revision policy, and the efforts to de-track courses is to provide increased equity for all students.

Students sometimes are active learners who have opportunities to lead their own learning. Freshmen and sophomores all follow a similar schedule with limited opportunities for courses in the arts and electives due to the block schedule and an emphasis on test preparation for the Massachusetts Comprehensive Assessment System (MCAS) standardized test. There are more chances for juniors and seniors to drive their own learning through internships, dual enrollment classes, and robotics courses but these opportunities are only available to students by progress toward graduation. Seventy percent of students report that they sometimes, rarely, or never work on a project in the community. There are over 30 clubs available to students that allow them to dive deeper into a certain topic of interest. Project-based learning allows students to explore topics in depth that interest them and promotes student ownership of learning, but it is unclear how widely this practice is used. The revision policy, which started school-wide this year, allows for some personalization of learning. The school's professional learning groups that focus on competency-based learning are working to establish this school-wide. Student discourse has been a goal of the district in the past, but priorities have shifted to other initiatives. Some teachers have been trained in "Making Student Thinking Visible." Extended learning opportunities are available to students through dual enrollment classes at area colleges and internship opportunities at local businesses.

Learners sometimes engage in inquiry, problem-solving, and higher-order thinking skills; however, in many classes, teacher-centered instruction is prevalent. Students in some classes are seated in small groups and have the opportunity to collaborate with peers. Many work on packets, either a hard copy or an online version. Teachers either direct learning from the front of the classroom or circulate as students are working. Many students work on revising assignments. The Harkness method is used in humanities classes, and Building Thinking Classrooms by Peter Liljedahl has been implemented in science classrooms. Teachers report prioritizing higher-order thinking skills, and over 80 percent of students said that teachers ask them to explain their answers and use thinking skills rather than simply memorizing things. However, only 45 percent of students reported that their class was challenging for them. Parents also expressed concerns about rigor in the classes as a result of de-tracking; however, the goal of this initiative is to provide challenging learning opportunities for all students and increase equitable access to all courses throughout the school. The Student Showcase Program, which highlights project-based learning, and the 2020 Myopoly, which highlights student research, allow student work to be shared with a larger audience.

Learners frequently demonstrate their learning through a variety of assessment strategies that sometimes inform classroom instruction and curriculum. Educators employ a wide range of assessment strategies, including formative and summative assessments, to inform and differentiate instruction. Eighty-three percent of faculty report allowing students to show what they have learned in different ways, and students report they often can show their learning in different ways. Some teachers use project-based assessments, but this is not yet a school-wide practice. Some teachers collaborate, and some departments work on assessments informally, but common assessments in course-alike classes are currently a work in progress. Prior to the pandemic, each course gave a quarterly assessment. This practice was disrupted during the remote-hybrid phase. Course teams are spending professional time this year working to update curriculum maps to include content, instruction routines, and shared formative and summative assessments. Students report inconsistencies in expectations and rigor within the

same course with different teachers. Students are not yet assured consistent learning outcomes through a defined curricular experience. The Habits of Work rubric allows teachers to assess active learning, respect, collaboration, and ownership.

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. There is a school-wide revision policy in place. This policy allows students opportunities to improve on assessments and revisit assignments to work towards mastery. Professional learning groups are working on making learning expectations clear as they implement competency-based learning. Eighty-two percent of students and 94 percent of teachers report that students can revise their work. Students report that teachers are genuinely helpful and are expected not only to do the work but to be able to explain it. In a math class, students were seated in groups of three and used the class time to revise their work on previous assignments. In another math class, students worked on paper and with the Tinker Cad computer program to build castles. At present, the revision policy is being carried out in various ways by different departments. The school has not come to a consensus about what the policy should look like across the school. Administrators state that having a coherent vision is a priority for next year.

Learners at the school sometimes use technology across curricular areas to support, enhance, and demonstrate their learning to some extent. In anSEI math classroom, the teacher uses 3D models on the computer for students to visualize cylinders while calculating volume. In physics, students use the Onshape app to design rubber band cars. In ESL, the teacher uses a Smartboard to demonstrate grammar concepts. The school uses Google Classroom as its learning platform. The district has a 1:1 Chromebook program for students. The Chromebook policy has not been clearly communicated to students, teachers, and families, as there is confusion about repairing or replacing broken Chromebooks. Teachers are not guaranteed a district device but are often expected to use desktop computers in the classrooms or teacher workrooms. In English, students were reading a graphic novel on a Chromebook. Many teachers use technologies such as Google Classroom and Peardeck to provide digital copies of worksheets that students need to fill out. There does not appear to be a systematic way of turning in work via Google Classroom.

Sources of Evidence
- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- school support staff
- self-reflection
- students
- teacher interview
- teachers

Standard 3 - Professional Practices

Narrative

Stakeholders play a limited role in the development and implementation of the school improvement plan, and the plan does not yet explicitly reflect the school's core values and beliefs about learning. The current school improvement plan, an 18-month plan that was developed in 2020 during the pandemic, was created by the school improvement council. The council, which meets regularly, consists of several teachers, students, caregivers, and the principal. The school improvement plan is aligned with the district improvement plan, but lacks personalization to the high school and therefore does not accurately reflect the school's specific areas of need or current initiatives. The plan outlines strategic initiatives which do not consistently align with the practices and priorities of the school. Teachersbelieve that the process of writing the 2020 improvement plan could include additional transparency and appropriate engagement of stakeholders. The current SIP Action Plan for the years 2020-2022 contains only implicit references to the two major cultural initiatives undertaken this year, namely de-tracking and the elimination of mandatory course failures for excessive absences. It does have a focus on inclusivity and equity, which is implicit in those two cultural changes.De-tracking was introduced in 2020 in alignment with the school improvement plan's focus on equity, yet teachers state they feel inadequately trained to effectively teach in a heterogeneously grouped classroom. While competency-based learning practices were the focus of several instructional rounds sessions, the initiative has not been the focus of data collection and reflection on the efficacy of this shift in practice. Building administrators state their vision is to create a process for writing the fall 2022 school improvement plan that mirrors the district's process for writing the district improvement plan, which effectively engaged residents, students, families, and staff members in an authentic, transparent, robust process for their 2020-2025 strategic plan.

Educators frequently engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. The school is implementing professional learning groups which meet twice weekly on Mondays and Tuesdays. Topics for these meetings alternate between principles of competency-based learning and course alike planning. The school formalized collaboration within each department by creating 10 lead teacher positions; these teachers are charged with supporting teachers in their content areas in the integration of competency-based learning principles into instruction. Lead teachers meet monthly with the building leadership team and content-specific instructional coaches. Teachers are encouraged to observe instruction in the classrooms of lead teachers; however, according to the lead teachers, other teachers rarely visit their classrooms. Teachers also have access to support from content-specific instructional coaches and have the opportunity to enroll in a Colleague to Colleague program, in which teachers can meet with their coach weekly or biweekly on topics such as mindfulness, restorative justice, and deeper learning. The school also recently hired a language development coach to assist with a growing English Learner population. Teachers state that course-alike professional learning group meeting time is used for reflection, inquiry, and analysis of teaching and learning in some groups, but not all. Some reflective feedback is provided to teachers through memos discussing instructional rounds sessions, in which instructional leaders gather data from classroom observations, aggregate the data, and communicate conclusions and reminders to teachers to support particular principles of competency-based learning. All teachers new to the school are assigned a mentor with whom they are expected to meet weekly. For professional development, teachers are required to meet with their content directors for 10 hours throughout the year on half days, and teachers attend one professional day a year sponsored by the Five District Partnership, a consortium of Chelsea, Everett, Malden, Revere, and Winthrop school districts working together to improve instruction and academic achievement for all students. Teachers choose a professional development course to take during directors' meetings, which happen five times a year for two hours each meeting. Teachers may attend professional development workshops outside of district-provided programming only if they are presenting, or if the workshop specifically supports a district or school initiative. Teachers and staff also meet as an entire faculty five times a year for a principal's meeting. The principal and superintendent meet in person at least weekly, and the administrative team collaborates with the assistant superintendent in person on an almost daily basis. The building leadership team, with the principal, deputy principal, and assistant principals, meets weekly for one hour and has daily 15-minute check-ins for collaboration. Coaches and assistant principals meet every other week with the deputy principal. All district coaches meet with their director weekly, and with all directors monthly.

Educators are beginning to examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Teachers use formative assessments, social-emotional learning check-ins, and feedback surveys to gather data. Seventy-nine percent of teachers ask students for feedback to improve their teaching, while 69 percent examine student work to make instructional decisions at least once a month. Teachers who choose to work with instructional coaches or in the colleague-to-colleague program review student work or feedback on a regular basis. Even though some course-alike professional learning group time is dedicated to looking at student work, teachers state one limitation to examining evidence of student learning is that many courses currently lack common formative and summative assessments. Teachers state that this limits the ability of most teachers to have meaningful discussions examining work for all students on assessments. Teacher leaders state that developing more common assessments would provide more opportunities for meaningful examination of student work. Several teachers believe that leaders should revise the professional learning group schedule to allow more time for looking at student work. The COVID-19 pandemic resulted in a pause in examining data from state MCAS tests. Teachers and teacher leaders can see their own students' MCAS and Assessing Comprehension and Communication in English State-to-State (ACCESS)scores from previous schools, but teacher leaders do not have access to Edwin Analytics tools to see aggregated data unless they reach out to their curriculum director or deputy principal. School counselors state that there is no data analysis to identify struggling students. Grade-level administrators meet with social workers almost daily and with school counselors approximately three times a quarter to discuss student well-being and academic performance. The director of world languages and English language learners (ELL) meets monthly with the ELL counseling and social work team. One outcome of these meetings has been creating a better welcome process for new ELL students to make sure they have an orientation to the school and have their initial needs met. The director of guidance has completed an AP program self-assessment, and the school has partnered with MassInsight to create two new teams, the AP Action Community Team and the AP Leadership and Policy Team, with similar goals of using data to increase access and equity. However, few formal systems for examining student data currently exist at the classroom level. The school has collected data on student well-being and instructional practices through an equity audit by MassInsight. This data was reviewed by

administrators and then by staff during a professional learning group meeting, which led to programmatic and schedule changes in the ELL department. Teacher leaders are concerned, however, about the lack of data related to two major cultural changes within the school. Teacher leaders add that they are unaware of any district efforts to collect and analyze datarelated to the elimination of minimum attendance requirements and de-tracking, nor have any criteria for success for these initiatives been communicated to the school community. The superintendent clarified that student failure rates and participation in advanced coursework would be used to measure the success of both initiatives, particularly disaggregated by race, EL status, and SPED status where gaps are expected to close.

The school is developing collaborative structures and processes to support the coordination and implementation of the curriculum. However, these systems are not yet supporting effective curriculum development. Teacher leaders state that professional learning group agendas focus more on discussing principles of competency-based teaching, leaving little to no time for curriculum alignment. Many content areas have written shared power standards for their courses, as well as "I can" statements, but this is inconsistent across departments. Teacher leaders state that they are expected to foster consensus among department members on matters of curriculum, but that they lack the authority to make unilateral decisions about common curriculum implementation when there is disagreement among teachers. District curriculum leaders state that common curricula exist and many course curriculum documents are in the process of being rewritten. However, in practice, the curriculum often varies even among common courses taught by different teachers. Only forty-four percent of teachers believe that their department aligns curriculum across grade levels.The school has created a set of school-wide core competencies and has created a common language for teachers and students to discuss these universal skills, creating a common framework to consider how teachers are already explicitly and implicitly teaching and assessing these skills. They created a common benchmark for students and teachers to monitor student progress across these skills. A core competencies rubric generator was also created to promote consistency in grading practices across the curriculum. Since then, many professional learning groups have developed curriculum maps and pacing guides, identified power standards, and written common "I can" statements based on content standards. However, teacher leaders state that these documents are not yet used consistently, and lead teachers do not have specific authority to mandate consistent use of the common curriculum.

Some school-wide organizational practices are designed to meet the learning needs of each student. All students have access to de-tracked courses as well as Advanced Placement courses, a policy that was instituted in the 2021-2022 school year. The de-tracking initiative has allowed for most courses to be populated with heterogeneous groups of students that represent the diversity of the student body. Eighty percent of students state that their classes are as diverse as the students in the school. Although students can take a variety of electives, students, teachers, teacher leaders, building administrators, and district administrators state that the block schedule limits the ability of students to take advantage of the elective offerings, especially for students in grades nine and ten. Students state that although the available offerings are plentiful for juniors and seniors, the need to schedule all core classes, graduation requirements, and MCAS-specific courses in grades nine and ten limits their options for electives. Parents and teachers state that the lack of access to vocational courses is also a barrier to meeting the needs of a growing segment of the student population. Some juniors and seniors have access to external learning opportunities such as dual enrollment and internships. In the 2021-2022 school year, 47 students participated in dual enrollment in the first semester, and 69 participated in semester two. Forty-seven students participated in internships in quarter one, 47 in quarter two, 99 in quarter three, and 102 in quarter four. Spaces in the learning commons, such as the writing center and the STEM center, provide individualized support to students in those areas. For students with individualized education programs, the co-teaching inclusion model is a school-wide practice designed to meettheir needs. Previously, some students with disabilities, as well as English language learners, faced barriers to taking challenging classes because of low expectations and prior course admission requirements. Since de-tracking was implemented, participation in Advanced Coursework has increased by ten percent overall, by six percent for special needs students, and by 35 percent for EL students. Even though de-tracked classes have resulted in classrooms that better reflect the school's diversity, it has not yet resulted in rigorous coursework for all students, as only 45 percent of students state that their classes were challenging. Students state that course rigor varies widely, even within the same courses. Some students state that they feel at a disadvantage because they were assigned to a teacher whose class was not as rigorous as another teacher's in the same course. Teacher leaders state that the leadership structure of the school does not support the vision of ensuring access to rigorous learning for all students. Building administrators' time is often used for operational matters of hallway and cafeteria supervision, safety concerns, and student behavioral interventions, leaving them little time to conduct regular walkthroughs and formal and informal evaluations of teaching practice. Although building administrators' stated goal is to observe each teacher 8-10 times a year,

teachers and teacher leaders state being observed far fewer times than that. Instructional leaders have done several instructional rounds sessions and have provided staff with feedback, but teachers state that this is insufficient to promote the kinds of changes needed to effectively support teachers' abilities to use competency-based teaching principles and strategies of teaching in a de-tracked classroom to ensure student success. Teacher leaders do not have any observation or evaluation responsibilities for peers in their departments. They feel that this structure lacks sufficient oversight and supervision to support the development of effective teaching and learning norms. Teacher leaders state that adding building-based content-specific instructional leaders with evaluation responsibilities would better support the delivery of competency-based teaching principles and the development of a common curriculum and common formative and summative assessments.

Educators develop productive community, business, and higher education partnerships that support learning, but efforts to engage students and families as partners in each learner's education are limited. Through the school counseling department, 102 students participate in internships with local businesses and organizations such as Harvard's HPREP, Mass General Hospital's Youth Scholars program, MassHire, and various mental health providers. However, because participating in internships requires students to have space in their schedules, these opportunities are usually limited to juniors and seniors. As early as the second semester of grade nine, students have access to dual enrollment courses with local college partners such as Salem State University, North Shore Community College, and Bunker Hill Community College, as well as to the Gateway to College Program. Clubs such as Model UN, speech and debate, JROTC, pre-health professionals club, and power of know operate in partnership with outside organizations and provide authentic learning experiences. Salem State College provides an on-the-spot admissions day for Revere High School students, and other colleges send representatives to college fairs and financial aid information sessions. Teachers and teacher leaders state that while individual educators at the school engage students and families as partners in education, there is limited cohesion in universal strategies to engage all families. Administrators contact the family liaison daily regarding students and get help connecting with families to set up meetings, communicate concerns, or help facilitate connection with the school or resources in the Revere community. However, teachers state they are uncertain of how to work with the liaison. Some security personnel also provide translation for families. The school's educators have access to Lionbridge for translation services, but many teachers say they have never used it. Families and caregivers have access to PowerSchool and Google Classroom, but teachers are unaware if there are any formal expectations for updating PowerSchool information for families to see.There are options for virtual and in-person teacher conferences for parents.

Sources of Evidence

- central office personnel
- department leaders
- NEASC survey
- parents
- school leadership
- self-reflection
- students
- teacher interview
- teachers

Standard 4 - Learning Support

Narrative

Although the school has some interventions to support each student's academic achievement, there is not yet a range of interventions, nor are the interventions always timely, coordinated, and directive to meet the needs of identified and at-risk students. The school does not have a formal, defined process to identify and refer students who need additional assistance, nor is there a system of tiered academic support. Parents can request to have their children tested if they are concerned with academic progress. Teachers state that there is a lack of interventions for students needing support. Students may seek support from or be referred by their teacher or counselor to the STEM center to meet with teachers for individualized academic support. Teachers may sign up with the writing center to have teachers and students work with writing fellowship coaches. After meeting with the fellows, there is a Google Form filled out for the students. This information gets returned to the classroom teacher to indicate progress made on the given assignment. Teachers state that these centers have been instrumental in helping to build relationships between students across grade levels. The library media specialist also provides support to students with research needs. Eighty percent of faculty have heard of these supports, but 54 percent of faculty were unsure of how to refer students to these interventions. School counselors state that there are no current systems for using achievement data to identify struggling students to design targeted interventions that support their learning. Families find out about support systems available to families during freshman orientation. Parents are not included in student meetings with school counselors unless directly requested by the parent. The school's advisory program was originally intended to be used to connect every student with a trusted adult and to incorporate social-emotional learning into the student's day; however, students and teachers report that due to the lack of consequences for students not attending advisory, many students choose not to attend, hindering the original purpose.

Students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. The school employs eight counselors, three external learning opportunity counselors, and seven social workers. All but one of the counselors are currently licensed. There are seven social workers at the school. Two are dedicated to the approximately 400 English language learners, one is dedicated to special education students, and the remaining four are dedicated to the rest of the student population. Teachers state that the current schedule does not provide adequate time for productive collaboration to take place among the support team. There is no written developmental counseling program. However, counselors sometimes use the advisory period to deliver a slide deck lesson consisting of college and career information to the students. Parents state that their child meets with their counselor at least once a year to discuss future planning. Many parents indicate that parents would like to be included in the school counseling meetings during junior and senior years in order to support their children in college and career planning. Students are able to add or drop an elective class within the first five days of the course. They may not change a class necessary for graduation. Individual transcripts are reviewed by the school counselors six to seven times a year to ensure progress toward graduation. Grades are updated in PowerSchool, and quarterly progress reports are sent to parents. Additional social workers have been hired to be able to clinically engage with students in their native languages of Spanish and Portuguese. Parent liaisons are available for students and families whose native language is Spanish, Portuguese, Arabic, and English. Teachers have expressed the need for a liaison to assist students who speak Vietnamese. The school has seven community partners that support students' mental health. These partnerships provide support to students and their families both in and outside of school. The current school facility lacks adequate space for confidential conversations to occur.

Students receive health services that ensure their physical and emotional well-being from adequate certified/licensed personnel. There are three school nurses, two nurse's aides, and the school-based health center run by Massachusetts General Hospital. Students can access these services during the school day. Services include treatment for non-threatening injuries, administering medication, and verification of mandated vaccines. The nurse's aides were hired to assist with COVID protocols, and it is uncertain if these positions will remain. The Massachusetts General Hospital School-based Health Center is staffed by nurse practitioners and therapists and is available for any student free of charge. Students can receive wellness, sickness, and physical

examination appointments and consultations with parental permission if under the age of 18. By law, any student can receive reproductive care without parental permission starting at age 14. The school employs two athletic trainers that cover all of the sporting events hosted in Revere. One athletic trainer also teaches an athletic training course. The school district offers vaccination clinics at various times throughout the year for both the faculty and students. Every other year, students take the Center for Disease Control Youth Behavior Risk Survey to inform the school about health choices and risks affecting students.

Some students receive library services that support their learning from adequate, certified/licensed personnel. There is one full-time library media specialist as well as a paraprofessional that serves as a library clerk. The paraprofessional is frequently asked to be a substitute teacher for teachers that are absent, leaving the library without anyone to assist the library media specialist. The library media specialist works with teachers to teach lessons on how to use available databases and research. World history teachers use the library media specialist to assist in the summative assessment of researching countries and revolutions. The library has a variety of physical books that range in genres, subjects, and reading difficulties. Many of these books are outdated, and there are few books available in languages spoken by the school's 400 English language learners. There are no audiobooks available in the library. If students request a book, they are set up with a library card from Boston Public Library. Sora, an app that allows students to download e-books and audiobooks, is then available for the students. The library has limited availability for students who are seeking a quiet place conducive to learning. There are times throughout the day when students are in the library unsupervised, due to the contractual hours of the library media specialist and the paraprofessional being used as a substitute in lieu of library clerk duties. The library is used as a collaborative workspace by students for a portion of the school day. During lunch, the library is used as an overflow from the cafeteria, creating an environment not conducive to learning. Students state that during lunch, the library becomes so crowded that students who wish to look for a book are intimidated. Students also use the library as a place to go when choosing not to attend class. Without proper follow-through on the attendance policy by the building administration, students continue this behavior without consequence.

Most identified English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel. The school has certified, licensed personnel teaching the ELL classes. There are two social workers that work specifically with ELL students. There are also two school counselors and an extended learning opportunity counselor that works only with ELL students. There is also a language development coach to support ELL teachers. There are plans to redesign the ELL class pathway to organize class sizes and content better. The ELL department meets twice per week to discuss the school's switch to competency-based learning and curriculum within specific leveled-language classes during their professional learning group time. Special education students are taught by certified, licensed teachers and are evenly distributed among school counselors. There is a dedicated social worker for all special education students who require counseling services as part of their IEPs. Separate special education classes do not exceed the legal maximum of 12 students. Paraprofessionals assist in some classes but are not hired as full-time employees. Teachers state that this can be challenging at times as the paraprofessionals are not always working with the same student which can cause stress and anxiety for the students. Paraprofessionals do not receive specialized professional development for the students with whom they work. Inclusion classes aim to include between 25 and 45 percent of students with disabilities and between 55 and 75 percent of general education students. Inclusion classes average 24 students per class. The caseloads of the special education liaisons vary. Currently, eight out of 19 liaisons have caseloads conforming to the 12:1 best practice policy. Caseloads sometimes exceed 20 students. The increase in numbers can be attributed to new students entering the program after testing. The school has one evaluation team leader who is responsible for the initial evaluations and re-evaluations, including testing and meetings for students with disabilities. The special education department meets twice per week every other week during professional learning group time. These meetings are used to review protocols and guidelines as well as to collaborate on student concerns. Teachers who teach in inclusion classes attend content-related professional learning groups during this time. This causes challenges in communicating issues and concerns among the entire department. Co-teaching pairs are able to collaborate, allowing the special education teacher to become an expert in their content area, and many are dual-certified. The same schedule also allows for co-teachers to have the same prep period, allowing for built-in collaboration time.

Students with disabilities receive appropriate education based on their abilities. Tiers within the special education department include post-grad, life skills, small learning groups, and inclusion classes. Consultations and

transition services are also available. Special education liaisons state that some general education teachers become frustrated with the transitioning of students between small learning groups and inclusion classes and vice versa. Limited course availability for students with disabilities is also seen as a concern. The special education population is limited in their interaction with the general population. Students in substantially separate classes interact with other students in the hallways, advisories, and electives. Teachers of the small learning group population report that special education students feel isolated from the general school community. There are no co-taught classes for students who are identified as both English language learners and students with disabilities.

Sources of Evidence
- central office personnel
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 5 - Learning Resources

Narrative

The current school facility does not support the delivery of high-quality curriculum, programs, and services. Central office administrators acknowledge that the current facility does not have enough classrooms for high-quality instruction. Some classes are currently being taught in office spaces and supply closets. The building is clean, and most common spaces, such as the cafeteria, stairwells, and hallways are well-maintained. There is insufficient storage in the building. Hallways are filled with leftover equipment, ladders, outdated technology, and furniture. Several science classrooms do not have working sinks, proper storage of materials, or drainage for the emergency shower. The building size cannot accommodate the increase in the teaching staff, the need for offices, and the increase in the student population. Teachers who share classrooms do not have a consistent space to work during their planning periods, requiring them to relocate to a faculty room and/or the learning commons. The building has not been updated to include more restrooms or elevators to accommodate the increase in the student population. Additionally, there are only two gender-neutral restrooms located on the first floor and in the east wing. The building leadership team reported restrooms are often closed due to a lack of adult supervision throughout the day. City fire and inspectional services inspect the building, identify deficiencies for repair, and issue occupancy permits on completion of those repairs. The Massachusetts Building Authority has approved funds for a new facility for Revere High School. Construction is scheduled to begin in the spring of 2023.

The school district is working to provide time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. Central office administrators state that there are systems in place for teacher professional development. While the schedule provides time for professional learning groups and course alike teams to meet regularly, many teachers state that 38 minutes is not enough time to engage in deeper learning on district initiatives. Both administrators and teachers state that the addition of lead teachers and instructional coaches has increased the opportunities for collaborative curriculum and teaching strategies. Teachers and school support staff state that the current schedule supports neither common planning time nor opportunities for faculty to engage with student support teams about concerns they would like to share. Central office administrators report that there are numerous professional development opportunities available to teachers as long as they align with school and district goals and are approved by administrators. Teachers are required to use personal days to attend. Seventy-three percent of teachers believe they have little to no influence in determining the content of in-service professional development days.

The community and the district's governing body provide limited funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. This school year, the district has increased the number of full-time employees with the addition of lead teachers, coaches, and specialized support staff. Teachers report the need for more specialized support staff to decrease the number of students with an IEP on each special education teacher's caseload. Students reported that athletics, co-curricular activities, and extended learning opportunities continue to be a sense of pride at the school. Limited opportunities for students to take electives and advanced classes in the arts were noted by students and parents. Additionally, parents and students state that access to fine and performing arts classes, as well as applied arts classes, would increase student engagement. All students have access to a school-issued Chromebook. There is a formal policy and procedure detailing acceptable use and student responsibility, including damage and replacement. Teachers state that they do not have consistent access to technology. The facility tour found that teachers can access desktop computers in public spaces such as the learning commons and the faculty room. Central office personnel state that teachers who share classrooms are provided access to technology. Students report that there is no consistent use of technology across classrooms and disciplines.

The school/district is developing short-term and long-term plans to address the capital and maintenance needs of its building and facilities. The current building will be in use for four to five more years. Central office personnel state that the building will be used as a middle school after the construction of the new Revere High School and the district is committed to maintaining the building with the necessary repairs and improvements. The NEASC

survey shows that close to 70 percent of staff do not feel there are sufficient plans to address the capital and maintenance needs of the current building. Teachers stress a need for a formalized plan to address the building needs to meet the teaching and learning needs over the next four to five years.

The school has some infrastructure and protocols to ensure effective responses in crisis situations. Central office personnel report that the building is in compliance with local fire, health, and safety regulations. The facility tour found that the Revere High School Emergency Management Plan was not located in a consistent location in classrooms. Clipboards with student lists, the emergency plan, and red/green cards for attendance were not located in several classrooms during the facility tour. In some classrooms, outdated emergency plans were found by classroom doors. There were inconsistencies in protocols for the safety and security of classroom spaces. Vacant classroom doors are left open during secure building drills, with active instruction taking place in the adjoining classroom. According to the NEASC survey, 44 percent of faculty and 37 percent of students report not knowing what to do in a crisis. While a response team is named in the emergency response plan, this team does not meet in any formal capacity on a regular basis to review and revise protocols. Faculty have raised concerns over the security of the building during and outside of the school day, including unlocked and propped open external doors and poor monitoring of alarm systems on doors. Faculty are interested in exploring other safety protocols (such as ALICE Training). Central office personnel and the school resource officer meet biweekly. Currently, there are no formal meetings between building administrators and the resource officer. School administrators and the school resource officer have access to school cameras. There are 60 cameras in the building, with 24 being offline. School administrators report that cameras in the cafeteria have improved student supervision, assisting in following up on incidents. Cameras are not present at the doors leading to the exterior of the building. Teachers report that exterior doors are alarmed but do not have cameras or adult supervision. The school leadership team has a consistent plan in place for building security coverage throughout the day, taking into consideration staff absences, coverage in other areas of the building, and in an emergency situation.

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- school support staff
- self-reflection
- student work
- students
- teacher interview

Priority Areas

Priority Area

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Collaborate with stakeholders to develop a vision of the graduate that includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement; including knowledge, understandings, and dispositions
necessary for future success; and is embedded into the curriculum, instruction, and assessment practices. (1.2a, 1.2, 2.1, 3.1)

School Response

Over the past several years, a variety of stakeholders have engaged in thoughtful work to outline a vision for what teaching and learning at Revere High School should look like; however, transitions in school leadership, the interruptions of the COVID-19 pandemic, and a dynamically changing population of students and teachers has resulted in this work not being organized under a cohesive vision. The school also recognizes the need to ensure that all stakeholders (including educators, students, families, and community members) have opportunities to engage with this process in authentic ways. In order to align with Foundational Element 1.2 and build the capacity for all our future planning to work towards achieving a collective vision, we propose the vision of the graduate as our first Priority Area.

Visiting Team Response

The visiting team agrees with Priority Area 1 identified by the school, which will ensure that the vision of the graduate drives student learning and professional practices. This work should engage all stakeholders in a dynamic, collaborative, and inclusive process informed by current research and best practices. The process should also ensure that teachers have the skills and resources necessary to develop performance tasks and associated rubrics that align with the transferable skills, knowledge, understandings, and dispositions of the vision of the graduate.

Priority Area

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Collaborate with stakeholders to ensure that the school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. (1.1a, 1.1)

School Response

The self-reflection committee has echoed the voice of multiple stakeholders in arguing that the culture of Revere High School is in need of careful leadership to help develop the school community into one that is safe, positive, respectful, and inclusive for both students and faculty. The return to in-person learning after the COVID-19 pandemic presented the school community with many challenges for school culture and highlighted a need to improve systems to ensure a safe, positive and respectful learning environment. In order to align with Foundational Element 1.1a and to intentionally provide leadership to develop and foster the kind of inclusive school community we want to see, we propose learning environment and school culture as our second Priority Area.

Visiting Team Response

The visiting team agrees with Priority Area 2 identified by the school. The school needs to remain committed to

working with all stakeholders to demonstrate a full commitment to true equity and diversity. The administration needs to commit to having a complete partnership with students and faculty to support cultural responsiveness for all. Policies and procedures must be updated to support the safety of the students and adults in the building. These must be consistently followed by both administrators and staff.

Priority Area

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Create a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills; outlines a framework for high leverage instructional practices relevant to the course; identifies assessment practices that are aligned to district priorities, and integrates the school's vision of the graduate. (2.2a, 2.2)

School Response

The self-reflection committee noted the inconsistencies across the school and sometimes within departments regarding what is meant by a "written curriculum." This process identified that our instructional leadership teams (including directors, building administrators, lead teachers, instructional coaches, and course-alike leaders) need to update our curriculum to ensure that we create living curriculum documents that can adapt as our vision of the graduate comes into focus and can be responsive to the evolving needs of our students and faculty. In order to align to Foundational Element 2.2a and to work toward a more collective understanding of high-quality teaching and learning, we propose modifying the Massachusetts Department of Elementary and Secondary Education Model Curriculum Unit Template to create a set of living documents that outline our instructional approaches.

Visiting Team Response

The visiting team agrees with Priority Area 3 identified by the school. The school needs to provide a common template and process for curriculum development and documentation to ensure that there is a written curriculum for each course. The team suggests putting a regular curriculum revision process in place to ensure alignment across grades. The vision of the graduate also needs to be embedded into and aligned with all curricula.

Priority Area

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Develop a multi-tiered system of student supports (including entry criteria, referral process, monitoring, and exit criteria) to ensure progress toward graduation for students who would benefit from timely, coordinated, and directive academic/social-emotional intervention strategies. (4.1a, 4.1)

School Response

The self-reflection committee identified the need for more targeted interventions at the school to help support students with unique learning needs, including finding ways to use our schedule more flexibly to support these interventions. While the first three priority areas identified are intended to improve the learning experiences of all students at the school, the selection of this priority area highlights the need to strategically increase the range of Tier 2 and Tier 3 interventions so we can be more responsive to the needs of students with specific needs in-the-moment. Examples of work in this area would include the development of interventions blocks to deliver specific academic interventions during the school day, expansion of social-emotional supports to ensure a restorative approach to students struggling to engage in the school community, and the development of programming to support specific groups of students (such as those returning from hospitalization, those behind on credits, those experiencing interruptions in their schooling).

Visiting Team Response

The visiting team agrees with Priority Area 4 identified by the school. The school/district also needs to provide professional development to help teachers improve all students' learning experiences. The school should provide teachers with productive opportunities for collaboration to help support students. It is also further suggested that all families are aware of the support systems available to the students at every grade level.

Priority Area

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Develop a plan for the future use of the current Revere High School building at 101 School Street to ensure that it is safe, clean, and well-maintained until the new school building project is completed in 2026. (5.1a, 5.1)

School Response

Revere High School is well into the process of designing and building a new high school, so it is no surprise that the self-reflection committee identified several areas in which the current building no longer meets the needs of students. Despite the fact that the new building is a long-term solution to the areas identified by this self-reflection, the committee outlined the need to create protocols and set aside funding to continue the upkeep of the building so that it will be a safe, clean, and well-maintained building that effectively provides space for high-quality curricula, programs, and services many years in the future.

Visiting Team Response

The visiting team agrees with Priority 5. With the current school building being in use for the next four to five years, it is important that the administration have a formalized plan to address the building needs to meet the current teaching and learning needs.

Commendations

Commendation

The school's commitment to equitable and anti-racist practices and policies

The strong, positive relationships between students and staff

The wide variety of co-curricular activities and the students' pride in these groups

The passion for doing the hard work required for progress and everlasting change

Commendation

The extended learning opportunities in dual enrollment and internships which allow students to take ownership of their learning

The revision policy that allows students multiple opportunities to meet the standards

The opportunities afforded to students to present their learning to an authentic audience through the Student Showcase and Myopoly

Commendation

The regular and consistent collaboration time allotted for professional learning groups

The opportunities for choice in professional development through courses offered at director's meetings

The creation of and district support for lead teacher and instructional coach positions in order to model principles of effective instruction

Commendation

The availability of the STEM and writing centers for structured support for struggling students

The accessibility of the school-based health center to support the physical and mental health needs of the students

The inclusion model that allows co-teachers to have the same schedule for teaching collaborative time

Commendation

The addition of lead teachers, coaches, and additional specialized support staff to support teaching and learning

The communication between school leadership, school resource officer, and security staff for student supervision and relocation during a school emergency

The plan for a new school building to provide a safe and secure facility that supports the delivery of curriculum, programs, and services

Recommendations

Recommendation

Establish more efficient systems for communication so that all stakeholders are aware of the research driving district-wide decisions

Recommendation

Develop and implement a plan to provide ongoing professional development in strategies for delivering a rigorous curriculum to heterogeneously grouped students along with coaching to ensure that all teachers are able to meet the needs of all students

Recommendation

Examine the organization and responsibilities of the building leadership team structure to better address student needs by providing more support for ensuring best practices and district initiatives are implemented effectively in instruction

Recommendation

Ensure that instructional practices across the school are designed to meet the learning needs of each student, including identified special education students and English language learners

Recommendation

Involve all stakeholders in the development and implementation of the vision of the graduate

Recommendation

Develop and implement a plan to ensure that district initiatives and best practices for instruction are implemented with fidelity across the school

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Kelly Stokoe - Farmington High School

Team Members

Lisa Brewster-Cook - Somerville High School

Catherine Cahill - North High School

Jessica-Lynn Johnson - Farmington High School

Ryan McGowan - Everett High School

REVERE PUBLIC SCHOOLS 2023-2024 SCHOOL CALENDAR

DRAFT
1-11-23

This is a district-wide calendar. Consult your child's individual school calendar for additional events, release days, and unique schedules – particularly for Innovation Schools

H = Holiday/No School   **PD**=Professional Development ( ) =Early Release or Half Day   *= End of Quarter Δ= End of Trimester **V** = Vac

184 Student Days   **185.5** Teacher Days

28th Teacher half PD   No School
29th First Day Grades 1-12
1st   No School
4th Labor Day   No School
5th First Day for Grade K
6th Meet the Teacher Elementary Schools
7th Meet the Teacher Middle Schools
12th Meet the Teacher High Schools
13th Early Release (All Schools) PD
19th Election Day   No School

AUG/SEPT '23

M	T	W	Th	F
~~14~~	~~15~~	~~16~~	~~17~~	~~18~~
~~21~~	~~22~~	~~23~~	~~24~~	~~25~~
PD	First day	30	31	1
H	5	6	7	8
11	12	(13)	14	15
18	19	20	21	22
25	26	27	28	29

21 student days

6th Parent Conferences GMS, RMA, SBA (early release middle schools only)
14th Early Release (All Schools) PD
19th – 23rd Vacation   No School

FEBRUARY '24

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	(14)	15	16
H	V	V	V	V
26	27	28	29	

16 student days

9th Columbus Day   No School
18th Early Release (All Schools) PD

OCTOBER '23

M	T	W	Th	F
2	3	4	5	6
H	10	11	12	13
16	17	(18)	19	20
23	24	25	26	27
30	31			

21 student days

5th Parent Conferences RHS, SEA (No early release)
13th Early Release (All Schools) PD
20th Parent Conferences all elementary schools (early release elementary schools only)

MARCH '24

M	T	W	Th	F
				1
4	5	6	7	8 Δ
11	12	(13)	14	15
18	19	20	21	22
25	26	27	28	29*

21 student days

7th Teaches PD   No School
9th Parent Conferences GMS, RMA, SBA (early release middle schools only)
10th Veterans Day   No School
15th Early Release (All Schools) PD
16th Parent Conferences RHS, CityLab (No early release)
22nd Half day   **ALL SCHOOLS**
23-24 Thanksgiving   No School

NOVEMBER '23

M	T	W	Th	F
		1	2	3*
6	PD	8	9	H
13	14	(15)	16	17
20	21	(22) Δ	H	V
27	28	29	30	

18 student days

10th Early Release (All Schools) PD
15th – 19th Vacation   No School

APRIL '24

M	T	W	Th	F
1	2	3	4	5
8	9	(10)	11	12
H	V	V	V	V
22	23	24	25	26
29	30			

17 student days

6th Parent Conferences all elementary schools (early release elementary schools only)
13th Early Release (All Schools) PD
22nd Half Day **ALL SCHOOLS**
26th – 29th Vacation   No School

DECEMBER '23

M	T	W	Th	F
				1
4	5	6	7	8
11	12	(13)	14	15
18	19	20	21	(22)
H	H	V	V	H

16 student days

15th Early Release (All Schools) PD
27th Memorial Day   No School

MAY '24

M	T	W	Th	F
	1	2	3	
6	7	8	9	10
13	14	(15)	16	17
20	21	22	23	24
H	28	29	30	31

22 student days

1st New Year's Day   No School
15th MLK Day   No School
17th Early Release (All Schools) PD

JANUARY '24

M	T	W	Th	F
H	2	3	4	5
8	9	10	11	12
H	16	(17)	18	19*
22	23	24	25	26
29	30	31		

21 student days

12th Early Release (All Schools) PD
17th Last day if no snow days.
19th Juneteenth
S = Make up snow day

JUNE '24

M	T	W	Th	F
3	4	5	6	7
10	11	(12)	13	14
Last day	S1	H	S3	S4
S5	25	26	27	28

11 student days

41 MARBLE STREET

REVERE, MA 02151

(407) 962-7595

CONTACT@MA.TIESUSA.ORG

January 10, 2023

Dear Revere School Committee,

For the past few years, we have been in the process of building and establishing a non-profit Islamic private school in the city of Revere. To open and start operating by next school year 2023-2024, TIES must obtain the approval of the Revere School Committee. We have compiled all the requested documentation and information pertaining our school. We are eagerly looking forward to providing quality education, being a part of the Revere school community, and collaborating with you all. Should you have any questions, please feel free to contact us.

Thank you,

[TIES Revere]

<u>School File - Revere School Board</u>

- Daily Student Schedule
- Annual Student Calendar
- Plan for Assessment & Evaluation
- K-2 Curriculum Units
- School Family Handbook

Family Handbook 2023-2024

WELCOME

Dear Family,

Welcome to TIES! We are pleased that you have chosen TIES for your educational needs. Our caring staff is dedicated to providing your child with the learning environment that we can provide. We are honored to be a part of this school community and are passionate about providing a safe, caring, and open Islamic environment that follows a moderate, Islamically centered, model of education. We, here at TIES, are passionate about parent involvement. It is our goal to partner with you to jointly provide a supportive and comfortable environment for the children we serve: for we believe that parent engagement is critical in the success of our children, our families, and our community. We look forward to partnering with you and your family in helping your child flourish and grow to his/her fullest potential.

About Us

TIES

Our schools are a beacon of light, and our children are the shining hope of the future.

The Islamic Education School (TIES) is a private, non-profit, religious school established to satisfy urgent local community needs. Our mission is to prepare students for success by developing academic as well as Islamic content mastery, building student self-confidence and moral character, and supporting TIES social/emotional and artistic potential. Our academic curriculum materials are aligned to the State Standards, and our Islamic Program materials are certified by al-Azhar University. Children in our school study Modern Standard Arabic as a second language, and they spend time learning and memorizing sections of al-Qur'an by qualified teachers. The TIES teaching team is composed of dedicated educators who are committed to our students, TIES families, and our community. Our goal, as a team, is to continually raise the bar of our practice and challenge ourselves to always improve the services we provide our students and TIES families.

MISSION

Our mission is to protect the character of today's Muslim youth and shape them into life-long learners, future leaders, and selfless members of society by raising them in a safe, culturally

diverse, well-rounded academic environment founded on the teachings of Prophet Mu<u>h</u>ammad, peace be upon him.

TIES

Setting the foundation for success in school and life!

The TIES program is geared to meet the varying needs of children in grades K – 5. We believe in working to strengthen the cognitive, linguistic, social-emotional, and religious development of our children. As such, we gear our program to best meet the needs of our children. We work together to plan developmentally appropriate curriculum for children to learn from, both academically and religiously. We base our curriculum plans on a variety of resources, including Reveal Math and Wonders Series by McGraw Hill for ELA. At TIES, we believe that having a successful partnership with families is a critical element in the success of our students, and as such, we work with our families to attain developmentally appropriate goals for each child. We are proud to be a Massachusetts Department of Education registered school, and we continually challenge ourselves to excel. Our TIES staff is committed to making your children's learning experience a beneficial and memorable one.

Ages We Serve

We currently serve Kindergarten through 2nd grade students while working to expand our grade levels.

ENTRANCE AGE REQUIREMENTS

Kindergarten – A student must be five (5) years old on or before August 31st.
First Grade – A student must be six (6) years old on or before August 31st.

Hours of Operation

Daily schedule: services are provided from (Academic Year):

7:45 a.m. – 3:00 p.m., Monday through Friday.

Scheduled Closures

We are closed for certain days throughout the year: Ø See school calendar

There will be early closings on: Ø See school calendar

As an Islamic school, we aim to make sure our children enjoy all Islamic days and celebrations. We recognize the following days and events:

- ^Id al-'Adha (including the three days of Tashriq);
- Ramadan and ^Id al-Fitr;
- Day of ^Arafah
- Al-Hijrah and ^Ashura';
- Mawlid of an-Nabiyy, sallallahu ^alayhi wa sallam;
- Al-'Isra' and al-Mi^raj.

Parents will be notified of whether time will be taken off for these days prior to their onset.

Definition of Family

In this handbook we refer to family as a parent, legal guardian, sponsor or anyone else who provides for the well-being, best-interest and responsibility of the child in our care.

Admission & Enrollment

All admission and enrollment forms must be completed and enrollment fees paid prior to your child's first day of attendance.

Based on the availability and openings, our facility admits in grades K-2.

Children are admitted without regard to race, culture, sex, religion, national origin, or disability. We do not discriminate on the basis of special needs as long as a safe, supportive environment can be provided.

If your child has an identified special need, we will work with parents to develop an appropriate educational plan including, but not limited to, outsourcing care to better-equipped local facilities who may better meet the needs of the child.

Inclusion

TIES believes that children of varying ability levels are entitled to the same opportunities for participation and belonging in our school. We will make every reasonable accommodation to encourage full and active participation of all children in our program based on TIES individual capabilities and needs, within the scope of our ability.

Non-Discrimination

At **TIES,** equal educational opportunities are available for all children, without regard to race, color, national origin, gender, age, ethnicity, religion, disability, or parent/provider political

beliefs, marital status, sexual orientation or special needs, or any other consideration made unlawful by federal, state or local laws. Educational programs are designed to meet the varying needs of students.

Family Activities

Families are the center of the community. Each family is a child's first teacher. We value families as partners in the growth and development of children in our program. We encourage parents and other family members to be involved in the program, visit children's classrooms, participate in events, and provide feedback on the program. We offer a variety of ways in which families can participate in helping us establish and reach our program goals.

Please see the list of Family Activities at the end of this booklet.

Confidentiality

Unless we receive your written consent, information regarding your child will not be released with the exception of that required by our regulatory and partnering agencies. All records concerning children at our program are confidential.

Staff Qualifications

Our caregivers and teachers are hired in compliance with the state requirements as well as religious qualifications as a base minimum. Teachers and aides participate in an orientation class and ongoing training in the areas of child growth and development, healthy and safe environments, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism.

Communication & Family Partnership

Communications: Communication with TIES staff is essential for an effective parent-school partnership. Please ensure that we have up-to-date email addresses and phone numbers and we will keep you informed about your child's activities, and important calendar dates. Our main source of written communication occurs via email.

Bulletin Boards: Located at the entrance of our school, bulletin boards provide center news, upcoming events, faculty changes, holiday closing dates, announcements, etc. Parent Resources on educational, behavioral, social, religious and community programs are also available for your taking.

Newsletters: Monthly newsletters provide center news, events, announcements, etc. These newsletters are emailed to all families at the beginning of each month. Hard copies are available at the bulletin board for your taking.

Family Visits: Family participation is encouraged. Visit our classrooms, volunteer, or come along on a field trip. Please call ahead to arrange your visit and remember that signing in is required for the safety and protection of our children. Each visitor must wear a visitor's badge while on premises and sign-out upon leaving.

Parent Empowerment Program (PEP) Events: Family nights and PEP events are scheduled throughout the year. Family nights include concession sales and fun filled age-appropriate activities for families. The objective of Parent Empowerment Program events is to build and strengthen and collaborative relationship between TIES and the families we serve through focused workshops, social events, trainings and religious events. We hope not only to educate parents but to provide them with tools to better their school experience and outcomes. Our events allow our families and children time to share, learn, and have fun while learning together. Families have an opportunity to be a part of the TIES child's learning experience and connect with other families.

Conferences: Family & teacher conferences occur during report cards and by appointment. During these conferences, we will discuss your child's strengths, likes and dislikes, development, and styles of learning and play. We will work together to set goals for your child's academic growth and development. While you may request additional conferences regarding your child's progress at any time, we encourage you to communicate any concerns as soon as they arise.

Publicity

We do request using pictures of children in our center for TIES media purposes. Each family may choose to give or withhold TIES consent on our photo release form. Unless the family indicates that they want the TIES child to participate, we will not use pictures and names of children for media purposes.

CURRICULA & LEARNING

Learning Environment

Islamic Content:

We emphasize the importance of the ^Aqidah (Creed) as well as Fiqh (Jurisprudence) with the children. We teach them the foundation of the Muslim's belief including that Allah exists without a place, that Allah does not resemble the creation in any way, that Allah created everything and is not in need of anything, that Allah is the only one who deserves to be worshiped, that whatever

we imagine in our minds, All<u>a</u>h is different from that, and that Prophet Mu<u>h</u>ammad is the last of the prophets and messengers and called the people to Islam. We teach them the basic rules of purification and prayers including how to make istinj<u>a</u>', how to make wu<u>du</u>', and how to pray; we also teach them about <u>h</u>ajj, zak<u>at</u>, fasting, Islamic manners, Islamic history, and sunnahs such as using the siwak.

We strive to provide a rich learning environment with curricula that are developmentally appropriate to the specific ages in each classroom. We have a flexible day routine that allows children to advance at TIES at their own pace. We strongly believe that learning happens through routine and repetition. Learning and exploring are hands-on and are facilitated through interest areas. Our program is designed to enhance children's development in the following areas: creativity, self-expression, decision-making, problem-solving, responsibility, independence, and reasoning. We encourage openness and the ability to work and play with others.

Our Religion is important to us; hence, we focus a part of our day on Arabic, Islamic and Religious studies and content in Creed and Jurisprudence. Our academic curriculum is based on Massachusetts state standards. Children learn phonics, reading, writing, math, science, social studies, Arabic, and Religious studies in our program.

Curricula & Assessment

TIES uses a variety of resources to meet the needs of the Massachusetts state standards and frameworks, including Reveal Math and Wonders K-5 ELA series by McGraw Hill, Science Dimensions series by HMH, Into Social Studies series by HMH, Health & Wellness series by McGraw Hill, Islamic Studies series, and the Arabic Sanabel series. As part of this curriculum, we gather information about each child's developmental abilities and evaluate progress so we can modify and adjust what we are doing in our classroom so as to deliver the best individualized instruction for each child. This evaluation is communicated to families periodically during the school year using various formal and informal tools, forms, and resources.

Field Trips

From time to time, there will be supervised field trips, and we encourage you to join your child on the trip. Permission slips for each trip must be signed by the child's parent/guardian. For field trips, please dress your child appropriately for the season. Students are required to wear their TIES gym uniform shirt and comfortable walking shoes.

In many cases, we will travel using a school bus to accommodate our students. The safety of children and staff will be guarded in all activities of child care programs. Proper restraint systems (seat belts / car / booster seats) and the correct use of them are critically important during travel to/from the child care program as well as during field trips.

Transition

Your child's transition to our school should be a positive and exciting learning adventure. We will work with you and your child to ensure the smoothest possible transition occurs as new routines and new people are introduced.

Viewing Time

Our normal daily routine does not include video and television watching, but from time-to-time, we may use clips to show as a teaching aid and discussion stimulator. Programs will consist of non-violent, Religiously acceptable, and high-quality educational material. Our focus is to provide your child a positive experience with increased understanding of the world.

Multiculturalism

Multiculturalism is vital for children because it sets social goals and promotes respect for the people and the community of which we are a part. We utilize books, Islamic music, games, and a wide range of activities as aids to teach our children how to be positive community members.

Celebrations

We emphasize Islamic holidays and occasions through parties, stories, projects, discussions, gifts, and days off school. There will be absolutely <u>no</u> birthday parties permitted at school.

GUIDANCE

General Procedure

TIES is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our center works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear rules and involving children in problem solving help children develop TIES ability to become self-disciplined. We encourage children to be fair, to be respectful of TIES classmates, teachers, property, and to learn to understand the results of TIES actions.

Challenging Behavior

Children are guided to treat each other and adults with self-control and kindness.

At TIES, we believe each student should:

- Learn in a safe and friendly place
- Be treated with respect
- Receive the help and support of caring adults

When a child becomes verbally or physically aggressive, we intervene immediately to protect all of the children. Our usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is necessary, it is clear, consistent and understandable to the child. We maintain a zero tolerance to bullying, physical and emotional abuse. If you have any concerns about this at any time, please report it to the school principal.

We reserve the right, at any time, to release a child from our school due to aggressive or challenging behaviors that put others at risk. Our policy is we will work with parents and community resources to turn around the unacceptable behavior; however, if little to no progress is achieved in a reasonable time deemed by the director, or if students or staff continue to be placed in harm's way, the offending child will be dismissed from our center.

Physical Restraint

Physical restraint is not used or permitted for discipline. There are rare instances when we need to ensure a child's safety or that of others by restraining a child by gently holding her or him only for as long as is necessary for the child to regain control of himself and/or the situation.

Notification of Behavioral Issues to Families

If a child's behavior/circumstance is of concern, communication will begin with the parents as the first step to understanding the child's individual needs and challenges. We will work together to evaluate these needs in the context of our program.

On rare occasions, a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child appears to be a danger to others.
- Continued care could be harmful to, or not in the best interest of the child as determined by a medical, psychological, or social service personnel.
- Undue burden on our resources and finances for the child's accommodations for success and participation.

TUITION AND FEES Payment

Payment is always due on the 1st of every quarter (leading to the total of 5 payments, the registration fee and 4 quarter payments) with no deduction for any absences, holidays, or closures due to inclement weather, power outages, or other situations beyond our control. Payment is due as outlined in the *Financial Agreement Document.*

Late Pick-up Fees

Late pick-up is not a normal program option and will only be considered an exceptional occurrence. Students not picked up by 3:20 p.m. will be taken to aftercare where a late pick up fee of $10 per day will be applied (assessed by the school's clock) and will be due upon arrival.

Special Activity Fees

From time-to-time there will be additional fees associated with special activities or field trips. These fees are due prior to the event, activity or trip.

Late Payment Charges

Late payments can pose serious problems for our programs. Therefore, we have put procedures in place to reduce TIES impact.

If payment is not received by the 15th of the month a late fee of $10 will be added for each day that it is late. If your account has not been paid in full within 10 business days, your child may be discharged from TIES. Your child will not be allowed to return to school until the full due payment has been received.

Payments

Payments may be made either in cash, personal check, or by online payments using Diamond Mind. Any checks returned for insufficient funds will incur a $35 fee which will be automatically added on to your family ledger.

ATTENDANCE & WITHDRAWAL Absence

If your child is going to be absent or arrive after 9:00 a.m. please call us at 407-962-7595 or email us at contact@ma.tiesusa.org. We will be concerned about your child if we do not hear from you. Absences of 3 days or more require a doctor's note for the student to be admitted to school.

Excessive absences and lateness can have a negative impact on a child's ability to learn and grow. In compliance with the Massachusetts Department of Education once your child has three (3) or more unexcused absences in the current school year—meaning your child is "truant"—your child's school must send you a written notice explaining that your child is truant. The school must send this notice within **ten (10)** days of your child's third unexcused absence.

Withdrawals

A written notice, 2 weeks in advance, is required when a child is being withdrawn. Failure to notify will result in additional fees.

Transfer of Records

Whether transitioning to the next program setting or to a new classroom, your child's records will be transferred internally.

If your child is transitioning to a new school record will be transferred upon request from the school. A copy of your child's school records can be made available to you for a fee of $1 per page.

Closing Due to Extreme Weather

Should severe weather or other conditions (i.e., snow, storms, floods, tornadoes, hurricanes, earthquakes, blizzards, loss of power, loss of water) prevent us from opening on time or at all, notification to the families will be announced on Gradelink by email, voicemail and text by 6 a.m. Additional announcements will be made on a "crawl" during the NBC news.

If it becomes necessary to close early, we will contact you or your emergency contacts as soon as possible. Your child's early pick-up is your responsibility to arrange.

DROP-OFF AND PICK-UP General Procedure

We open at 8 a.m. You are permitted to drop off your children at 7:45am. Please do not drop-off your child prior to the opening. Parents are expected to accompany TIES children to school and ensure their safe entry.

We close at 3:30 p.m. Please allow enough time to arrive, sign your child out, and leave by closing time.

Cell Phone Usage

The times you spend dropping off and picking up your child are windows of time we have to communicate with you about your child. In order to make the best use of these opportunities, as well as to be attentive to your child and other children, we ask that you NOT use your cell phone during these times.

Electronics

Students must turn electronic devices into the office when they enter the school. Electronics will be stored in bags with the student's names on them and they can pick them up at dismissal time.

Authorized & Unauthorized Pick-up

Your child will only be released to you or those persons you have listed as Emergency and Release Contacts. If you want a person who is not identified as an Emergency and Release Contact to pick-up your child, you must notify us in advance. Your child will not be released without prior authorization. You may send us a written request via email to contact@ma.tiesusa.org. The person picking up your child will be required to show a picture ID as verification. Please notify your pick-up person of our policy.

If a child has not been picked up after closing and we have not heard from you, attempts will be made to contact you and the contacts listed as Emergency and Release Contacts. Provisions will be made for someone to stay with your child as long as possible, but if after 1 hour we have not been able to reach you or a person listed as an Emergency and Release Contact, **we will call the local child protective services agency.**

Right to Refuse Child Release

We may refuse to release children if we have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol, or is physically or emotionally impaired or behaving in any way that may endanger the child. To protect your child, we may request that another adult listed as an Emergency and Release Contact pick-up the child or we may call the police to prevent potential harm to your child. Recurring situations may result in the release of your child from the program.

PERSONAL BELONGINGS What to Bring

● **All Students will need:**

  ○ Reusable water bottle (sent home for weekly washing)
  ○ 3 boxes of tissues for communal use
  ○ 3 containers of disinfecting wipes for communal use
  ○ Prayer clothes
  ○ Please see your child's school supply list
  Lost & Found
  You can look for lost items and bring found items to the Lost-and-found Box located in the school office. Please note that we are not responsible for lost personal property. Label all items brought from home with your child's name to prevent items from becoming misplaced or lost. We are not responsible for lost or damaged items.

NUTRITION

Foods Brought from Home
Food brought from home is permitted under the following conditions:
● **Halal Food:** All food items must be **halal**. Therefore, meat must be slaughtered Islamically; Kosher products are accepted. Non-halal ingredients (such as alcohol based vanilla, gelatin, etc.) are not permitted and will be disposed of immediately.
● Children will not be allowed to share food provided by the child's family unless the food is intended for sharing with all of the children.
● Leftover food will be sent back home.

Food Allergies

If your child has a food allergy, you must notify us in writing so that we can make appropriate substitutions. The written notification should list appropriate food substitutions and must be updated at least annually.

Food allergies can be life threatening and each child with a food allergy should have an action plan for emergency care completed by the family physician.

Health Immunizations

Immunizations are required according to the current schedule recommended by the U.S. Public Health Services and the American Academy of Pediatrics, www.aap.org. We check annually with the public health department or the American Academy of Pediatrics for updates of the recommended immunization schedule. Our state regulations regarding attendance of children who are not immunized due to religious or medical reasons are followed. Unimmunized children are excluded during outbreaks of vaccine preventable illness as directed by the state health department. Immunization records and health forms must be updated every six months for children under 1 year of age, and annually for children older than 1.

Physicals

Routine physicals are required and a copy of your child's annual physical should be received before newly enrolled students begin, but must be received no later than 60 days after your child begins the program. Returning students must submit TIES annual 0 physical upon expiry of last year's physical. A returning child will not be accepted back in school without an updated physical. Families are responsible for assuring that TIES child's physicals are kept up-to-date and that a copy of the results of the child's health assessment is given to the program.

Illness

We understand that it is difficult for a family member to leave or miss work, but to protect other children, you may not bring a sick child to the center. TIES has the right to refuse a child who appears ill. You will be called and asked to retrieve your child if your child exhibits any of the following symptoms (this is not an all-inclusive list):

- Illness that prevents your child from participating in activities.
- Illness that results in greater need for care than we can provide.
- Fever of 100.4°F or higher
- Diarrhea – stools with blood or mucus, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.
- Vomiting – green or bloody, and/or 2 or more times during the previous 24 hours.
- Mouth sores
- Rash with fever, unless a physician has determined it is not a communicable disease.
- Pink or red conjunctiva with white or yellow eye discharge, until on antibiotics for 24 hours.
- Impetigo, until 24 hours after treatment.
- Strep throat, until 24 hours after treatment.
- Head lice, until treatment and all nits are removed.
- Scabies, until 24 hours after treatment.
- Chickenpox, until all lesions have dried and crusted.
- Pertussis (Whooping Cough), until 5 days of antibiotics.
- Hepatitis A virus, until one week after immune globulin has been administered.
Children who have been ill may return when:
- They are free of fever, vomiting and diarrhea for 24 hours.
- They have been treated with an antibiotic for 24 hours.
- They are able to participate comfortably in all usual activities.
- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
  ○ The child's physician signs a note stating that the child's condition is not "contagious", and;

○ The involved areas can be covered by a bandage without seepage or drainage through the bandage.

● If a child had a reportable communicable disease, a physician's note stating that the child is no longer "contagious" and may return to our care is required.

We will try to keep your child comfortable, but he/she will be excluded from all activities until you arrive. **Any issues with lengthy sick pick up (more than 1 hour to pick up TIES child) may result in dismissing the family from TIES.**

Allergy Prevention

Families are expected to notify us regarding children's food and environmental allergies. Families of children with diagnosed allergies are required to provide us with a letter detailing the child's symptoms, reactions, treatments and care. A list of the children's allergies will be posted in the main area and kitchen. We are trained to familiarize ourselves and consult the list to avoid the potential of exposing children to substances to which they have known allergies.

Medications

All medications should be turned in to the administrative office with specific written instructions for administration. Medications should never be left in the child's cubby or with the child to administer on their own. Parents must fill out a medication log when leaving medicine for a TIES child. Our staff will ensure that the medication administered is recorded.

● **Prescription medications** require a note signed by the family and a written order from the child's physician. The label on the medication meets this requirement. The medication must include your child's name, dosage, current date, frequency, and the name and phone number of the physician. All medications must be in the original container (you may request pharmacies to fill your prescription in two labeled bottles). Please specify the dosage and time(s) to be administered for each medication.

● **Non-prescription medications** require a note signed by the parent/guardian. Non-prescription medication should not be administered for more than a 3-day period unless a written order by the physician is received. Non-prescription medications require a medication log to be filled out by parents/guardians.

● **Non-prescription topical ointments** (e.g., rash cream, sun screen, insect repellant, tooth pain reliever, etc.) require a medication log signed by the parent/guardian specifying frequency and dosage to be administered.

Communicable Diseases

When an enrolled child or an employee of the center has a (suspected) reportable disease, it is our legal responsibility to notify the local Board of Health or Department of Public Health. We will take care to notify families about exposure so children can receive preventive treatments. Included among the reportable illnesses are the following:

● Bacterial Meningitis
● Botulism
● Chicken Pox
● Diphtheria
● Haemophilus Influenzae (invasive)
● Measles (including suspect)
● Meningococcal Infection (invasive)
● Poliomyelitis (including suspect)

- Rabies (human only)
- Rubella Congenital and Non-congenital (including suspect)
- Tetanus (including suspect)
- H1N1 Virus
- Any cluster/outbreak of illness

Extreme Weather and Outdoor Play

Outdoor play will not occur if the outside temperature (or real feel) is greater than 96 °F or less than 32 °F degrees. Additionally, outdoor play will be canceled if the air quality rating is 50 or below.

Injuries

Safety is a major concern in child care, so daily safety inspections are completed inside and outside the center area in order to prevent injuries. First aid will be administered by a trained caregiver in the event that your child sustains a minor injury (e.g., scraped knee). You will receive an incident report outlining the incident and course of action taken. If the injury produces any type of swelling or needs medical attention, you will be contacted immediately. Each classroom is equipped with a first aid kit meeting the state regulations. In the event of a serious medical emergency, the child will be taken to the hospital by ambulance, while we will try to contact you or an emergency contact.

Respectful Behavior

Children and families will be treated with respect and dignity. In return, we expect the same from all of our families. We will not tolerate hostile or aggressive behavior. If this occurs, we reserve the right to ask you to control your behavior or to remove your children from our care.

SAFETY Clothing

TIES Uniform Policy:

The purpose of having a uniform policy at TIES is multifaceted. First, our goal is to encourage modest, Islamic-oriented dress. Second, it helps us unify our school community. Third, it trains students in the responsibility of preparing themselves for school (or employment in the future). Finally, it helps parents simplify the hectic morning routine. We think it's important for students to have some choice in what they can wear, so we have provided some options that they can choose from outlined below:

TIES UNIFORM POLICY: (Grades K – 5) Girls & Boys

Daily Uniform	**Long Sleeve Mesh Polo Dress or Abaya w TIES Patch** Color: Light Blue **Shirt** - White undershirts required **School Uniform Zip or Button Front Cardigan w TIES Patch** Color: Burgundy **School Uniform Pants** Color: Navy **Closed-toe shoes**- Black **Socks:** No ankle socks **2-Piece Hoods:** Navy Blue or Light Blue **Boots:** Weather related only	**School Uniform Short or Long Sleeve Performance Mesh Polo w TIES Patch** Color: Light Blue **Shirt** - White undershirts required **School Uniform Zip or Button Front Cardigan w TIES Patch** Color: Burgundy **School Uniform Pants** Color: Navy **Closed-toe shoes**- Black **Socks**: No ankle socks **Kufi:** Navy Blue or Light Blue **Boots:** Weather related only
Fridays Only	Girls may choose to wear: **Abaya** : black or white **Shirt**: White undershirts required **Pants:** Uniform pants **2-Piece Hood**: Black or White **Closed toe shoes**: Black **Socks:** No ankle socks **School cardigan**	Boys may choose to wear: **Jalabiya or Thawb**: black or white **Shirt**: White undershirts required **Pants**: Uniform pants **Kufi**: Black or white **Closed toe shoes**: Black **Socks:** No ankle socks **School cardigan**

Gym / Field Trip	School Sweat Suits **Socks:** No ankle socks, Sneakers	School Sweat Suits **Socks:** No ankle socks, Sneakers
Dress Down Days	Girls may choose to wear: **Abaya** – any color **Shirt** - White undershirts required **Pants-** (no jeans, leggings, or sweatpants) **2-pieceHood** – any color **Closed-toe shoes**- Black **Socks -** No ankle socks **School Cardigan -** burgundy	Boys may choose to wear: **Jalabiya / Thawb** – any color **Shirt** - White undershirts required **Pants-** (no jeans, leggings, or sweatpants) **Kufi**– nany color **Closed-toe shoes** - Black **Socks** - No ankle socks **School cardigan -** burgundy

Prohibited Substances

The use of alcohol or illegal drugs is prohibited on the school's premises. Possession of illegal substances or unauthorized potentially toxic substances is prohibited.

Any adult who appears to be intoxicated or otherwise under the influence of mind-altering or polluting substances is required to leave the premises immediately.

Dangerous Weapons

A dangerous weapon is a gun, knife, razor, or any other object, which by the manner it is used or intended to be used, is capable of inflicting bodily harm. Families, children, staff or guests (other than law enforcement officers) possessing a dangerous weapon will not be permitted onto the premises.

In cases that clearly involve a gun or any other weapon on our premises, the police will be called and the individual(s) involved will be immediately removed from the premises. This policy applies to visible or concealed weapons.

Child Custody

Without a court document, both parents/guardians have legal custody. We are legally bound to enforce court documents (based on a certified copy of the most recent court order) outlining custody restrictions, active restraining order, or court-ordered visitation schedule. We will not accept the responsibility of deciding which parent/guardian has legal custody where there is no court documentation.

Mandated Reporter

We are required by law to report all observations of child abuse or neglect cases to the required state authorities if we have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect, no matter where the abuse might have occurred. The child protective service agency will determine the required action by law and may conduct an investigation. It then becomes the role of the agency to determine if the report is substantiated and to work with the family to ensure the child's needs are met. Our school will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

EMERGENCIES

Lost or Missing Child

In the unlikely event that a child becomes lost or separated from a group, all available staff will search for the child. If the child is not located within 10 minutes, the family and the police will be notified.

Fire Safety

Our center is fully equipped with fire alarms, fire extinguishers, and emergency kits.

Our fire evacuation plan is reviewed with the children and staff on an annual basis, and fire drills are conducted every 30 days.

Emergency Transportation

In the event your child needs to be transported due to a medical emergency, if no other authorized person can be contacted and the need for transportation is essential, an ambulance will be called for transportation. A proper escort will accompany and remain with the child until a family member or emergency contact arrives.

SCHOOL POLICIES

Our school policies not included in this handbook are reviewed annually and updated as needed.

FAMILY ACTIVITIES

We offer a variety of ways for families to participate in the growth and improvement of our program. We encourage families to take an active role.

Advisors:

Suggestions box – cards available to make anonymous suggestions on how to improve
Classroom Representative – serves as a liaison between classroom parents and teachers

PTG – meets monthly to plan family events and fundraisers

Family Events: We have several events throughout the year that bring our entire community together. Watch for the announcements.

Classroom Activities: Enjoy and help your child's class with these special activities.

- Chaperone field trips
- Read to children at arrival or pickup
- Volunteer in the classroom
- Donate requested items
- Serve as a parent representative
- Welcome new families
- Contribute to class Potluck Meal
- Participate in Family Teacher conferences

Family/Parent Workshops and Resources: Our menu of family workshops changes annually. Below is a list of workshops we may offer. We try to offer these in the early evening or on Saturdays. See the monthly calendar for scheduled topics. We welcome requests for workshop topics.

- Positive Guidance and Loving Discipline
- Learning Styles
- Obligatory Knowledge Classes
- Nutrition and Exercise in Islam
- How to Prepare for a Conference
- Value of Reading to Your Child

Family Handbook Acknowledgement

Please sign this acknowledgement, detach it from the handbook, and return it to the center to complete enrollment.

This handbook may be updated from time-to-time, and notice will be provided as updates are implemented.

Thank you for acknowledging the policies and procedures we have established for the safety and welfare of all children in our care. We look forward to getting to know you and your family.

I have received the **TIES Family Handbook**, and I have reviewed the family handbook with a member of the **TIES** staff. It is my responsibility to understand and familiarize myself with the Family Handbook and to ask school administration for clarification of any policy, procedure or information contained in the **TIES Family Handbook** that I do not understand.

Recipient Signature   Date

TIES Staff Signature   Date

TIES Revere - Daily Schedule
Kindergarten (2023 – 2024)

		Monday	Tuesday	Wednesday	Thursday	Friday
15	7:45 – 8:00	Drop Off				
30	8:00 - 8:30	Assembly				
75	8:30 – 9:45	ELA	ELA	ELA	ELA	ELA
45	9:45 – 10:30	Math	Math	Math	Math	Math
30	10:30 – 11:00	Read/Write	Read/Write	Art	Read/Write	Read/Write
45	11:00 – 11:45	Lunch & Recess				
45	11:45 – 12:30	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed
45	12:30 – 1:15	Arabic	Arabic	Arabic	Arabic	Arabic
15	1:15 – 1:30	Break				
30	1:30 – 2:00	Qur'an	Qur'an	Qur'an	Qur'an	Qur'an
45	2:00 - 2:45	Social Studies	Science	Social Studies	Gym/Health	Science
15	2:45-3:00	Clean Up/ Dismissal Prep				
	3:00	Pick Up				

TIES Revere - Daily Schedule
First Grade (2023 – 2024)

		Monday	Tuesday	Wednesday	Thursday	Friday
15	7:45 – 8:00	Drop Off				
30	8:00 - 8:30	Assembly				
15	8:30 – 8:45	Homeroom				
45	8:45 – 9:30	Math	Math	Math	Math	Math
45	9:30 – 10:15	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed
45	10:15 – 11:00	Social Studies	Science	Social Studies	Gym/Health	Science
45	11:00 – 11:45	Lunch & Recess				
45	11:45 – 12:30	Arabic	Arabic	Arabic	Arabic	Arabic
30	12:30 – 1:00	Qur'an	Qur'an	Qur'an	Qur'an	Qur'an
30	1:00 – 1:30	Prayer				
45	1:30 – 2:15	ELA	ELA	ELA	ELA	ELA
30	2:15 – 2:45	Read/Write	Read/Write	Read/Write	Read/Write	Read/Write
15	2:45-3:00	Clean Up/ Dismissal Prep				
	3:00	Pick Up				

TIES Revere - Daily Schedule
Second Grade (2023 – 2024)

		Monday	Tuesday	Wednesday	Thursday	Friday
15	7:45 – 8:00	Drop Off				
30	8:00 - 8:30	Assembly				
15	8:30 – 8:45	Homeroom				
45	8:45 – 9:30	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed	Islamic Ed
45	9:30 – 10:15	Social Studies	Gym/Health	Science	Social Studies	Science
45	10:15 – 11:00	Arabic	Arabic	Arabic	Arabic	Arabic
45	11:00 – 11:45	Lunch & Recess				
45	11:45 – 12:30	ELA	ELA	ELA	ELA	ELA
30	12:30 – 1:00	Read/Write	Math	Math	Math	Math
30	1:00 – 1:30	Prayer				
45	1:30 – 2:15	Math	Math	Math	Math	Math
30	2:15 - 2:45	Qur'an	Qur'an	Qur'an	Qur'an	Qur'an
15	2:45-3:00	Clean Up/ Dismissal Prep				
	3:00	Pick Up				

THE ISLAMIC EDUCATION SCHOOL Revere (TIES Revere)

2023-2024

[SCHOOL CALENDAR YEAR 2023-2024]

0
July '23
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4
August '23
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

19
September '23
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

22
October '23
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22	23	24	25	26	27	28
29	30	31				

20
November '23
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12	13	14	15	16	17	18
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26	27	28	29	30		

16
December '23
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24	25	26	27	28	29	30
31						

21
January '24
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20
February '24
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20
March '24
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

17
April '24
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

22
May '24
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3
June '24
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

The mission of The Islamic Education School is to provide students with excellence in Islamic Studies, as well as quality elementary education.

Quarter 1: August 28 - November 1 (45 Days)
Quarter 2: November 2 - January 17 (46 Days)
Quarter 3: January 18 - March 25 (46 Days)
Quarter 4: March 26 - June 5 (46 Days)

DATES:
August 28: First Day of School
September 4: No School
September 8: Back to School Night
September 12 - 14: Map Testing
September 23 - 24: TIES Mawlid Festival
September 25: The Birth of Prophet Muhammad (Mawlid) - No School
October 9: No School
November 8: Half Day - Report Cards & Parent Conferences
November 23 - 24: No School
December 19 - 21: Map Testing
December 25 - January 2: Winter Break
January 24: Half Day - Report Cards & Parent Conferences
February 19: No School
March 5 - 7: Map Testing
March 11: Beginning of Ramadan - No School
March 27: Half Day - Report Cards & Parent Conferences
April 8 - 12: Spring Break
May 27: No School
June 5: Last Day
June 8: Moveup Day
183 school days

Legend:
- First and Last Day
- Report Cards & Half Day
- School Closed
- School Event
- Holiday
- Half Day
- Testing (MAP)

قيل

TIES MA CURRICULUM

The Islamic Educational School (TIES) is committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities. Our curriculum is aligned with the Massachusetts Curriculum Frameworks. To supplement instruction, educators embed social-emotional learning instruction and support into every content area. This approach creates a more equitable, engaging, and culturally and developmentally responsive environment where meaningful learning and social experiences take place.

Kindergarten students demonstrate a broad range of academic, social-emotional, and school readiness skills such as waiting and managing their bodies and belongings. They learn a variety of strategies for navigating the social and emotional complexities of the school setting and being a friend. Over the course of the year, kindergarten students become increasingly independent and can perform self-care and school routines.

Kindergarten students are naturally curious about their world and often engage in play-based learning activities that encourage them to use their imaginations and academic knowledge to solve problems and explore. Kindergarten classrooms include multiple opportunities for hands-on learning and incorporate multi-sensory instructional techniques. The kindergarten year culminates with transition activities to prepare students for first-grade and to celebrate their growth and learning.

EXPERIENCES:

- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.

- Students respond analytically to literary and informational sources and adapt the form and content of their writing to suit a purpose.

- Students gain the knowledge and skills to become thoughtful and active participants in society and a complex world.

- Kindergarteners use concrete models to help make sense of numbers, discover relationships among numbers, and begin to develop strategies for basic addition and subtraction.

MATH

Kindergarten TIES Mathematicians begin to build the understanding that doing mathematics involves solving problems and discussing their thinking. Students begin by explaining the meaning of a problem and looking for ways to solve it. They may use concrete objects or pictures to help conceptualize the problem. Students may explore multiple strategies throughout their problem solving process.

> ### Computational Thinking
> Use a variety of mathematical tools including measuring devices, manipulatives, computational strategies, and technological materials.

In Kindergarten mathematics instruction, we focus on the following:

- **Whole Numbers and Operations:** Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Geometry: Students identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and

SCIENCE

Kindergarten scientists begin to use observations as evidence. They collect and use simple quantitative measurements to observe patterns over time. They learn to use evidence to support an argument or claim. They gain skills in obtaining and using information and communicating solutions.

> ### Social Emotional Learning
> Students learn to take an active role in learning experiences. They work with each other to solve problems, and they learn to ask questions as a way of learning.

In Kindergarten science & engineering instruction, we focus on the following:

- **Weather:** Students make observations about the weather. They collect quantitative data on the number of sunny, cloudy, windy, rainy days. Students prepare for different weather conditions.
- **Natural Resources:** Students discuss solutions to reducing their use of natural resources.
  Plant & Animal Needs: Students recognize that plants and animals need food, water, and air to survive. Plants make their own food, while animals need to eat plants or other animals to grow and thrive. Students use evidence to support a claim that plants and animals can change the environment.
  Matter & Temperature: Students investigate the role that temperature plays in changing different materials from a solid to a liquid.
  Forces and Motion: Students compare the effect of pushes and pulls on the motion and direction of an object.
- **Energy:** Students observe the warming effects of the sun's energy on the Earth's surface.
- **Engineering:** Students design and build a structure that reduces the warming effect of sunlight on an object.

ELA

PRACTICES

Student readers will read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Students will listen to reading and begin to read to build knowledge in all content areas. They will acquire appropriate independent reading habits. Student writers will write to offer opinions, tell information, and convey real or imagined experiences and events. They will communicate effectively to fulfill a purpose toward a specific audience. They will conduct and present research and write or draw text responses. Students will take part in structured conversations with effective speaking and listening skills. Students will also convey meaning effectively with proper grammar, word usage, and mechanics.

Digital Literacy
Students will identify, locate, and use letters, numbers, and special keys on a keyboard.

FOCUS AREAS

With prompting and support, Kindergarten student readers ask and answer questions about a text. They use text and illustrations to make connections and retell stories. They act out events or concepts from fictional and nonfictional sources. Students recognize and produce all lower and upper case letters, rhyming words, and syllables. They blend and segment single-syllable words and they isolate and pronounce individual sounds in 3-letter words. They read common high-frequency words by sight. Student writers dictate, draw, or write ideas to express an opinion, supply information, or tell a story. They produce, capitalize, and punctuate complete sentences. Students use appropriate ways of interacting in a group, continue conversations through multiple exchanges, and ask questions to seek clarification.

SOCIAL STUDIES

PRACTICES

Student citizens will develop civic knowledge and skills which include knowing how to address civic-related concerns, how to communicate and participate in the political process, and develop values and behaviors which foster a civic disposition. Student historians will evaluate the credibility, accuracy, and relevance of multiple primary and secondary sources to gather and organize information, as well as analyze the purpose and point of view of each source. Student historians will develop questions and conduct inquiries in order to argue or explain conclusions with valid reasoning & evidence.

FOCUS AREAS

Social Emotional Learning
Students understand how their own unique experiences and ideas influence feelings about history and current situations.

Students learn about classroom democracy, local geography, traditions of the United States and community, and economics in the context of work and money. They study these topics by exploring guiding questions such as, "Why is it important to be kind to other people?" and "How do we learn about the history of our community and/or country?" The questions are not meant to be restrictive or limiting but rather to serve as possible avenues for learning through discussion and play.

ISLAMIC STUDIES

PRACTICES

TIES's religious curriculum strengthens the heart, builds character, instills knowledge, and it preserves students' identity as Muslim-Americans living in America. Students memorize religious texts and sayings of prominent Muslim scholars in addition to learning prophetic biography. Students will be evaluated on their memorization, understanding, and participation in classroom activities as well as completion of their homework, classwork, tests and quizzes. Students will be asked to answer questions related to each lesson depending on their grade level.

> **Student Learning Progressions**
> Students will think about this important domain of knowledge and apply it as they learn specific topics over a broad span of time.

FOCUS AREAS

Kindergarten students are lifelong learners who construct knowledge, seek answers, take risks, reflect on their own experiences, and approach learning with action and commitment. Kindergarten students ask and answer questions about foundational Islamic acts of worship, Islamic manners, and belief. They use text, illustrations, songs, and play-based projects to make connections and memorize Islamic facts including how to clean and purify themselves, how to pray and fast, how to make healthy and safe nutritional choices, and how express the essence of the Muslim belief. Students dictate, draw, or write ideas to supply information, tell a story, and express Islamic values and behaviors that foster citizenship and a strong moral character. By cultivating an awareness of their bodies, minds, and emotions, students become more grounded in their Muslim identity and are better able to connect with others.

ARABIC & QUR'AN

PRACTICES

Students at TIES will receive Arabic language and Qur'an instruction. The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will also practice proper recitation of Qur'an utilizing rules of tajweed, proper articulation of letters, and learn connections of recitation to the Muslims' daily life.
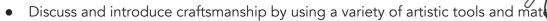
FOCUS AREAS

With prompting, practice, and support, kindergarten Arabic language learners interact and negotiate meaning in spoken and written form utilizing curriculum tools that align to the World-Readiness Standards for Learning Languages. Through direct instruction as well as student-centered play based learning, students develop skillsets in 5 focus areas: communication, cultures, connections, comparisons, and communities. Students use Arabic vocabulary to share information, reactions, feelings, and opinions. Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of Muslim culture. They also use the language to investigate, explain, and reflect through comparisons of Arabic with the English language. The end goal is for students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

SPECIALTY SUBJECTS

ART

- Discuss and introduce craftsmanship by using a variety of artistic tools and materials.
- Plan and create 2D artworks: drawing, painting, collage, printmaking.
- Plan and create 3D artworks: clay, paper, wood, wire.
- Begin working with multi-step lessons.
- Introduce work of historical art and craftspeople.
- Explore new materials and develop independence in the art room.

PHYSICAL EDUCATION

- Kindergarten students are introduced to fundamental locomotor skills, such as hopping, skipping, and galloping.
- Learners perform introductory nonlocomotory skills, such as balance, weight transfer, curling, and stretching.
- Students are introduced to manipulatives to develop throwing, passing, catching, dribbling, and striking skills.
- Kindergarteners are introduced to the social competencies of playing safe, following directions, and trying new activities.

LIBRARY MEDIA

Library at the elementary level focuses on instilling a love of reading and developing critical thinking skills.

- Students will begin the digital citizenship curriculum with a focus on digital safety.
- Students will be able to identify fiction and non-fiction.
- Students will learn how libraries and borrowing books work.

TIES MA
41 Marble Street
Revere, MA 02151
ma.tiesusa.org

THE ISLAMIC EDUCATION SCHOOL MASSACHUSETTS

Kindergarten Year-Long Curriculum Plan

KINDERGARTEN CURRICULUM

Science Standards				
Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K-ESS2-1	X	X	X	X
K-ESS2-2		X		X
K-ESS3-2	X	X	X	X
K-ESS3-3				X
K-LS1-1	X	X		X
K-LS1-2 MA	X	X		X
K-PS1-1 MA			X	X
K-PS2-1			X	
K-PS3-1	X		X	
K-PS3-2				x

Science Standards					
Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Comments
K-ESS2-1	X	X	X	X	Addressed daily as part of morning routine (calendar, weather graph etc.)
K-ESS2-2		X		X	Block 2: Change of environment to prepare for hibernation, environment/season changes Block 4: Plants and animals prepare and change for spring
K-ESS3-2	X	X	X	X	Addressed daily as part of morning routine (calendar, weather graph etc.)
K-ESS3-3				X	Earth Day leads to discussion and instruction that talks about natural resources
K-LS1-1	X	X		X	Block 1: All About Me, Life cycles of apples and pumpkins Block 2: Harvest Season, Turkeys, Hibernation Block 4: Seasonal changes, Life cycle, changes in environment and animals after winter/hibernation Block 5: Life Cycles of Plants and Animals
K-LS1-2 MA	X	X		X	Block 1: All About Me, Life cycles of apples and pumpkins Block 2: Harvest Season, Turkeys, Hibernation Block 4: Seasonal changes, Life cycle, changes in environment and animals after winter/hibernation Block 5: Life Cycles of Plants and Animals
K-PS1-1 MA			X	X	States of Matter/Snow, Ice
K-PS2-1			X		Indoor recess lends itself to using time to explore

K-PS3-1	X		X		Block 1: Sunny and warm weather to be outside investigating sun's effects Block 3: Despite cold weather, sunlight still warms the earth's surface Block 5: Seasons changing, the sun effects the earth in different ways
K-PS3-2					The sun is strongest in the summer months, so it is a great time to build a structure or talk about tress/shade etc.

<table>
<tr><td colspan="2" style="background-color:red; color:white">KINDERGARTEN SCIENCE – Quarter 1</td></tr>
<tr><td colspan="2">SCIENCE STANDARDS</td></tr>
</table>

K-ESS2-1	Use and share quantitative observations of local weather conditions to describe patterns over time. Clarification Statements: Examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month, and relative temperature. Quantitative observations should be limited to whole numbers.
K-ESS3-2	Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather.
K-LS1-1	Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
K-LS1-2	Recognize that all plants and animals grow and change over time.
K-PS3-1	Make observations to determine that sunlight warms materials on Earth's surface. Clarification Statements: Examples of materials on Earth's surface could include sand, soil, rocks, and water. Measures of temperature should be limited to relative measures such as warmer/cooler.

KINDERGARTEN SCIENCE – Quarter 2

SCIENCE STANDARDS	
K-ESS2-1	Use and share quantitative observations of local weather conditions to describe patterns over time. Clarification Statements: Examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month, and relative temperature. Quantitative observations should be limited to whole numbers.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment. Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digging holes in the ground and tree roots that break concrete.
K-ESS3-2	Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather.
K-LS1-1	Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
K-LS1-2	Recognize that all plants and animals grow and change over time.

KINDERGARTEN SCIENCE – Quarter 3

SCIENCE STANDARDS	
K-ESS2-1	Use and share quantitative observations of local weather conditions to describe patterns over time. Clarification Statements: Examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month, and relative temperature. Quantitative observations should be limited to whole numbers.
K-ESS3-2	Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather.
K-PS1-1 MA	Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature. Clarification Statements: Materials chosen must exhibit solid and liquid states in a reasonable temperature range for kindergarten students (e.g., 0–80°F), such as water, crayons, or glue sticks. Only a qualitative description of temperature, such as hot, warm, and cool, is expected.

K-PS2-1	Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. Clarification Statements: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other. Comparisons should be on different relative strengths or different directions, not both at the same time. Non-contact pushes or pulls such as those produced by magnets are not expected.
K-PS3-1	Make observations to determine that sunlight warms materials on Earth's surface. Clarification Statements: Examples of materials on Earth's surface could include sand, soil, rocks, and water. Measures of temperature should be limited to relative measures such as warmer/cooler.

KINDERGARTEN SCIENCE – Quarter 4	
SCIENCE STANDARDS	
K-ESS2-1	Use and share quantitative observations of local weather conditions to describe patterns over time. Clarification Statements: Examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month, and relative temperature. Quantitative observations should be limited to whole numbers.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment. Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digging holes in the ground and tree roots that break concrete.
K-ESS3-2	Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather.
K-ESS3-3	Communicate solutions to reduce the amount of natural resources an individual uses. Clarification Statement: Examples of solutions could include reusing paper to reduce the number of trees cut down and recycling cans and bottles to reduce the amount of plastic or metal used.

K-LS1-1	Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
K-LS1-2	Recognize that all plants and animals grow and change over time.
K-PS1-1 MA	Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature. Clarification Statements: Materials chosen must exhibit solid and liquid states in a reasonable temperature range for kindergarten students (e.g., 0–80°F), such as water, crayons, or glue sticks. Only a qualitative description of temperature, such as hot, warm, and cool, is expected.
K-PS3-2	Use tools and materials to design and build a model of a structure that will reduce the warming effect of sunlight on an area.

STANDARDS	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
GRADE 1 MATH YEAR-LONG PLAN OVERVIEW				
1.OA.1	X	X	X	X
1.OA.2				X
1.OA.3	X			
1.OA.4	X			X
1.OA.5	X			
1.OA.6	X	X	X	X
1.OA.7	X			X
1.OA.8				X
1.NBT.1	X	X		
1.NBT.2	X	X		
1.NBT.3			X	
1.NBT.4				X

Standard				
1.NBT.5			X	
1.NBT.6			X	
1.MD.1		X		
1.MD.2		X		
1.MD.3			X	
1.MD.4	X			
1.MD.5	X		X	X
1.G.1		X		
1.G.2		X		
1.G.3			X	X

Standard	Description
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for unknown number to represent the problem.
1.OA.3	Apply properties of operations as strategies to add and subtract. For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of

	addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). When adding zero to a number, the result is the same number (Identity property of zero for addition).
1.OA.4	Understand subtraction as an unknown-addend problem.
1.OA.5	Relate counting to addition & subtraction (e.g., by counting on 2 to add 2).
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3	Compare two 2-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5	Given a two-digit number, mentally find 10 or more or 10 less than the number, without having o count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value.

1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.MD.5	Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems.
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

GRADE 1 ELA YEAR-LONG PLAN OVERVIEW

Yearlong Standards

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Identify characteristics of common types of stories, including folktales and fairy tales.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
RF.1.1	nonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

W.1.3	Write narratives in prose or poem from that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure. a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	emonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Sentence Structure and Meaning* a. Produce and expand simple and compound sentences. b. Demonstrate understanding that a question is a type of sentence. c. Use singular and plural nouns with matching verbs in sentences. d. Use verbs in sentences to convey a sense of past, present, and future. *Word usage* *e.* Use common, proper, and possessive nouns. *f.* Use personal, possessive, and indefinite pronouns. g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*) to signal simple relationships.

<div style="background-color:#B01C2E; color:white; text-align:center; padding:20px;">

QUARTER 1

</div>

RI.1.2, RI.1.6, RI.1.7, RF.1.2, RF.1.3, RF.1.4, W.1.5, SL.1.1, SL.1.3, L.1.2, L.1.4.c, L.1.5

QUARTER 2
RL.1.6, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, W.1.5, W.1.6, SL.1.3, L.1.2, L.1.4, L.1.5
QUARTER 3
RL.1.6, MA.8a, RL.1.9, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, MA 3.a, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.3, L.1.2, L.1.4, L.1.5
QUARTER 4
RL.1.6, MA.8a, RL.1.9, RL.1.10, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, MA 3.a, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.3, L.1.2, L.1.4, L.1.5

GRADE 1 SOCIAL STUDIES YEAR-LONG PLAN OVERVIEW
COURSE DESCRIPTION
Grade 1: Leadership, Cooperation, Unity and Diversity

Students learn about leadership on many levels, the meaning of citizenship, and interpreting and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They study these topics by exploring guiding questions such as "What makes a good community member?" and "How do we contribute to our community?" Additional supporting questions appear under each topic and under year-long essential questions. The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.

YEAR-LONG STUDENT OUTCOMES	YEAR-LONG ESSENTIAL QUESTIONS
By the end of Grade 1, students will be able to: • Understand leadership on many levels • Explain the meaning of citizenship • Interpret and create a range of map types • Explain how the concepts of unity and diversity shape life in the United States • Explain how people make choices about purchasing goods and services	• What does it mean to belong to or lead a group? • What makes a good community member? • How do we contribute to our community? • How can maps help people locate places and learn about them? • What does the motto "Out of Many, One" mean and why is it a good motto of the United States? • How do the resources of an area affect its industries and jobs?

MA GUIDING PRINCIPLES FOR HISTORY AND SOCIAL SCIENCE
An effective history and social science education…

1. … teaches students about the legacy of democratic government.
2. ...incorporates diverse perspectives and acknowledges that perception of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, secual orientation, disability and personal experience.
3. Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.
4. ...teachers students to think historically.
5. ...integrates knowledge from many fields of study.
6. ...builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
7. ... improves reading comprehension by increasing students' content knowledge.
8. … incorporates the study of current events and news/media literacy.
9. … teachers students about using data analysis and digital tools as research and presentation techniques in the social sciences.
10. … develops social and emotional skills.

Content: Scope and Sequence, Supporting Questions

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topic 3: History: Unity and Diversity in the United States **Standards:** **1.T3.1** **Supporting Question: What does the motto, "Out of Many, One" mean and why is it a good morro of the United States?**	**Topic 1: Civics: Communities, Elections, and Leadership** **Standards:** **1.T1.1** **1.T1.2** **1.T1.3** **1.T1.4** **1.T1.5** **1.T1.6** **1.T1.7** **1.T1.8** **1.T1.9** **1.T1.10**	**Topic 3: History: Unity and Diversity in the United States** **Standards:** **1.T3.2** **1.T3.3** **Supporting Question: What does the motto, "Out of Many, One" mean and why is it a good motto of the United States?**	**Topic 2: Geography: Places to Explore** **Standards:** **1.T2.1** **1.T2.2** **1.T2.3** **1.T2.4** **1.T2.5** **Supporting Question: How can maps help people locate places and learn about them?** **Topic 4: Economics: Resources and Choices (Shared with Grade 2)**

	Supporting Question: What does it mean to belong or lead a group?		**Standards:** **1.T4.4** **1.T4.5** **1.T4.6** **1.T4.7** **1.T4.8** **1.T4.9** **Supporting Question:** **How do the resources of an area affect its industries and jobs?**

قيل

TIES MA CURRICULUM

The Islamic Education School (TIES) is committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities. Our curriculum is aligned with the Massachusetts Curriculum Frameworks. To supplement instruction, educators embed Islamic teachings with instruction and support into every content area. This approach creates an equitable, engaging, and culturally and developmentally responsive environment where meaningful learning and social experiences take place.

First graders enter the grade with a variety of skills and unique strengths. The curriculum supports each child's individuality and allows them to progress in a supportive, differentiated environment. Over the course of the year, first grade students become increasingly independent in academic tasks as well as self-management and self-advocacy skills. Students begin to learn how to navigate their social world and practice initiating play and problem-solving independently. Students develop questioning skills and learn to support their thinking using examples from texts, data, and personal experiences. Emphasis is placed on developing foundational skills in all academic domains. Students build greater stamina for the demands of the school day as their academic skills develop at their own pace. The first-grade year culminates with transition activities to prepare students for second grade.t

EXPERIENCES:

- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.

- Students respond analytically to literary and informational sources and adapt the form and content of their writing to suit a purpose.

- Students gain the knowledge and skills to become thoughtful and active participants in the society and world.

- First grade students listen to others and ask questions to learn more about and make connections between others' mathematical strategies and their own.

MATH

SCIENCE

TIES mathematicians are involved in solving problems and discussing their process. Students make sense of problems and look for ways to solve them. They may use concrete objects or pictures to help conceptualize the problem and check their thinking by asking themselves "Does this make sense?" Students may explore multiple strategies and approaches throughout their problem-solving process.

TIES mathematicians construct arguments concretely. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" "Can you explain your thinking?" and "Why is that true?" They not only explain their own thinking, but listen to explanations provided by classmates and then decide if the explanations make sense.

Computational Thinking
Explore abstraction through identification of common attributes.

In first grade mathematics instruction, we focus on these four critical areas:

- **Whole Number Operations:** Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.
- **Place Value:** Developing understanding of whole number relationships and place value, including grouping in tens and ones.
- **Measurement:** Developing understanding of linear measurement and measuring lengths as iterating length units.
- **Geometry:** Reasoning about attributes of, and composing and decomposing geometric shapes.

TIES scientists build on their skill of making observations to use as evidence. They learn to use data to recognize patterns. They ask and use questions to conduct investigations. They solve problems using the engineering design process. Students begin to learn to use text to obtain information.

Social Emotional Learning
Students take an active role in their learning experiences and use available resources to solve problems. They learn the importance of communication when working with others by listening to others' opinions.

In first grade science & engineering instruction we focus on:

- **Earth, Sun, Moon, Stars:** Students use data to identify seasonal patterns of change including, sunrise and sunset, moon phases, and changes to the environment.
- **Plants & Animals:** Students recognize that the parts of plants and animals have specific functions, obtain food, water, and air, and serve as protection. They compare behaviors that animals use to help offspring survive. They also identify similarities and differences among individuals of plants and animals within the same species.
- **Scientific Investigation:** Students learn about the scientific method and conducting an experiment. Students observe, investigate, question, and explain data.
- **Engineering:** Students design and build a communication device that uses light or sound.

ELA

PRACTICES

Student readers will read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Students will read in other subjects to build knowledge in all content areas. They will acquire essential and effective independent reading habits. Student writers will write to offer opinions, demonstrate content knowledge, and convey real or imagined experiences and events. They will communicate effectively to fulfill a purpose toward a specific audience. They will conduct and present research and write text responses. Students will take part in rich, structured conversations with effective speaking and listening skills. Students will also convey meaning effectively with proper grammar, word usage, and mechanics.

FOCUS AREAS

Student readers in 1st grade recognize common types of texts and ask and answer questions about unfamiliar words. They identify characters, settings, and major events in stories and main topics in nonfiction. They identify a story's narrator and compare and contrast characters. Students isolate, segment, and blend sounds. They can decode one and two-syllable words and words with inflectional endings. They read grade level text with fluency and expression. Student writers produce writing that is appropriate to the task and audience. They write to express an opinion, explain a topic, tell a story, and use rhymes to structure a poem. Students have collaborative conversations that follow agreed upon rules and build on others' comments. They describe familiar people, places,

SOCIAL STUDIES

PRACTICES

Student citizens will develop civic knowledge and skills which include knowing how to address civic-related concerns, how to communicate and participate in the political process, and develop values and behaviors which foster a civic disposition. Student historians will evaluate the credibility, accuracy, & relevance of multiple primary and secondary sources to gather and organize information, as well as analyze the purpose and point of view of each source. Student historians will develop questions and conduct inquiries to argue or explain conclusions with valid reasoning & evidence.

FOCUS AREAS

Students learn about leadership on many levels and interpreting a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They study these topics by exploring guiding questions such as "What makes a good community member?" and "How do we contribute to our community?" The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.

ISLAMIC STUDIES

PRACTICES

TIES's religious curriculum strengthens the heart, builds character, instills knowledge, and it preserves students' identity as Muslim-Americans living in America. Students memorize religious texts and sayings of prominent Muslim scholars in addition to learning prophetic biography. Students will be evaluated on their memorization, understanding, and participation in classroom activities as well as completion of their homework, classwork, tests and quizzes. Students will be asked to answer questions related to each lesson depending on their grade level.

Student Learning Progressions
Students will think about this important domain of knowledge and apply it as they learn specific topics over a broad span of time.

FOCUS AREAS

Students at TIES will focus on content, practice, and implementation of daily religious practices. Students will explore basics of the Muslim belief, acts of worship, and Islamic manners. Students have the opportunity to delve into many religious subjects, including creed, prayer, fasting, Zakat, Hajj, dealings, and manners. This knowledge will help the students preserve their Muslim identity and allow them to build communities based on sound values that will keep them safe in this life and the Hereafter.

ARABIC & QUR'AN

PRACTICES

Students at TIES will receive Arabic language and Qur'an instruction. The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will also practice proper recitation of Qur'an utilizing rules of tajweed, proper articulation of letters, and learn connections of recitation to the Muslims' daily life.

FOCUS AREAS

Students will develop the knowledge, understanding and the listening, speaking and writing skills necessary for effective interaction. Students will have a better understanding of the Islamic terminology and the culture of Arabic-speaking. We exert the time and effort to make Arabic instruction enjoyable by engaging students in educational and hands on activities. Students will receive work commensurate with their abilities. We have three main objectives in all grade levels:
- Using Language.
- Making Linguistic Patterns.
- Making Connections between Arabic and Islam.

SPECIALTY SUBJECTS

ART

- Discuss and introduce craftsmanship by using a variety of artistic tools and materials.
- Plan and make 2D artworks: drawing, painting, collage, printmaking.
- Plan and make 3D artworks: clay, paper, wood, wire.
- Begin working with multi-step lessons that build on lessons from previous grades.
- Explore new materials and develop independence in the art room.

PHYSICAL EDUCATION

- First graders practice fundamental locomotor skills, such as hopping, skipping, and galloping.
- Learners practice nonlocomotory skills, such as balance, weight transfer, curling, and stretching.
- Students practice using manipulatives to develop throwing, passing, catching, dribbling, and striking skills.
- First graders practice the social competencies of playing kind, including with everyone, and trying new activities.

LIBRARY MEDIA

- Library at the elementary level focuses on instilling a love of reading and developing critical thinking skills.
- Students are introduced to book evaluation through participation in book awards such in order to increase reader engagement.
- Students identify different genres of books and use this to explore reading more widely by the end of first grade.

TIES MA
41 Marble Street
Revere, MA 02151
ma.tiesusa.org

THE ISLAMIC EDUCATION SCHOOL MASSACHUSETTS

Grade 1 Year-Long Curriculum Plan

FIRST GRADE CURRICULUM

GRADE 1 SCIENCE YEAR-LONG PLAN OVERVIEW					
STANDARD	**QUARTER 1**	**QUARTER 2**	**QUARTER 3**	**QUARTER 4**	**MASTERY OBJECTIVE**
Earth's Place in the Universe	1-ESS1-1 1-ESS1-2				I can use observations of the sun, moon and stars to describe patterns that can be predicted using words, pictures, diagrams, or movement. I can make observations of different times of the year to relate the amount of daylight to the time of year. (i.e. recognize that winter has less daylight than spring or summer)
From Molecules to Organisms: Structures and Processes			1-LS1-1 1-LS1-2	1-LS1-1 1-LS1-2	I can describe how plants and animals use their parts to meet their needs for survival using words, pictures, diagrams or movement. I can read texts and use media to determine and explain patterns in behavior of parents and offspring that help offspring survive.
Heredity: Inheritance and Variation of Traits			1-LS3-1	1-LS3-1	I can make and record observations of young plants and animals that show that they are like, but not exactly the same, as their parents.

Waves and Their Applications in Technologies for Information Transfer		1-PS4-1 1-PS4-3 1-PS4-4			I can conduct an investigation and record evidence that shows that vibrating materials can make sound and that sound can make materials vibrate. I can conduct an investigation and record evidence that shows the effect of placing objects made with different materials in the path of a beam of light. I can use tools and materials to design and build a device that sends sound or light over a distance.
Engineering Design	1.K-2-ETS1-1 1.K-2-ETS1-2	1.K-2-ETS1-1 1.K-2-ETS1-2	1.K-2-ETS1-1 1.K-2-ETS1-2	1.K-2-ETS1-1 1.K-2-ETS1-2	I can ask questions, make observations and gather information to solve a problem that people want to change. I can create multiple solutions to a problem, and make a drawing to represent one or more of those solutions.

GRADE 1 SCIENCE – FIRST QUARTER

SCIENCE STANDARDS

1-ESS1-1	Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.
1-ESS1-2	Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment. Clarification Statement: Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.

ENGINEERING DESIGN STANDARDS

1.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.
1.K-2-ETS1-2	Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.

GRADE 1 SCIENCE – SECOND QUARTER

SCIENCE STANDARDS

1-PS4-3	Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light. Clarification Statements: Effects can include some or all light passing through, creation of a shadow, and redirecting light. Quantitative measures are not expected.
1-PS4-1	Demonstrate that vibrating materials can make sound and that sound can make materials vibrate. Clarification Statements: Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. Examples of how sound can make materials vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.
1-PS4-4	Use tools and materials to design and build a device that uses light or sound to send a signal over a distance. Clarification Statements: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats. Technological details for how communication devices work are not expected.

ENGINEERING DESIGN STANDARDS

1.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.
1.K-2-ETS1-2	Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.

GRADE 1 SCIENCE – THIRD QUARTER

SCIENCE STANDARDS

1-LS1-1	Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant. Clarification Statement: Descriptions are not expected to include mechanisms such as the process of photosynthesis.
1-LS1-2	Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. Clarification Statement: Examples of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).
1-LS3-1	Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. Clarification Statements: Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. Inheritance, animals that undergo metamorphosis, or hybrids are not expected.
ENGINEERING DESIGN STANDARDS	
1.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.
1.K-2-ETS1-2	Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.

GRADE 1 SCIENCE – FOURTH QUARTER

SCIENCE STANDARDS	
1-LS1-1	Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant. Clarification Statement: Descriptions are not expected to include mechanisms such as the process of photosynthesis.
1-LS1-2	Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. Clarification Statement: Examples of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).
1-LS1-3	Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. Clarification Statements: Examples of observations could include that leaves from

	the same kind of plant are the same shape but can differ in size. Inheritance, animals that undergo metamorphosis, or hybrids are not expected.
ENGINEERING DESIGN STANDARDS	
1.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.
1.K-2-ETS1-2	Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.

GRADE 1 MATH YEAR-LONG PLAN OVERVIEW				
STANDARDS	**FIRST QUARTER**	**SECOND QUARTER**	**THIRD QUARTER**	**FOURTH QUARTER**
1.OA.1	X	X	X	X
1.OA.2				X
1.OA.3	X			
1.OA.4	X			X
1.OA.5	X			
1.OA.6	X	X	X	X
1.OA.7	X			X

1.OA.8				X
1.NBT.1	X	X		
1.NBT.2	X	X		
1.NBT.3			X	
1.NBT.4				X
1.NBT.5			X	
1.NBT.6			X	
1.MD.1		X		
1.MD.2		X		
1.MD.3			X	
1.MD.4	X			
1.MD.5	X		X	X
1.G.1		X		
1.G.2		X		
1.G.3			X	X

Standard	Description
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for unknown number to represent the problem.
1.OA.3	Apply properties of operations as strategies to add and subtract. For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). When adding zero to a number, the result is the same number (Identity property of zero for addition).
1.OA.4	Understand subtraction as an unknown-addend problem.
1.OA.5	Relate counting to addition & subtraction (e.g., by counting on 2 to add 2).
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3	Compare two 2-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5	Given a two-digit number, mentally find 10 or more or 10 less than the number, without having o count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value.
1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.MD.5	Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems.
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

GRADE 1 ELA YEAR-LONG PLAN OVERVIEW

Yearlong Standards

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Identify characteristics of common types of stories, including folktales and fairy tales.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
RF.1.1	onstrate understanding of the organization and basic features of print. 　　a.　Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W.1.3	Write narratives in prose or poem from that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure. 　　a.　　For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	onstrate command of the conventions of standard English grammar and usage when writing or speaking. *Sentence Structure and Meaning* 　a.　　Produce and expand simple and compound sentences. 　b.　　Demonstrate understanding that a question is a type of sentence. 　c.　　Use singular and plural nouns with matching verbs in sentences. 　d.　　Use verbs in sentences to convey a sense of past, present, and future. *Word usage*

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	e. Use common, proper, and possessive nouns. f. Use personal, possessive, and indefinite pronouns. g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*) to signal simple relationships.

QUARTER 1

RI.1.2, RI.1.6, RI.1.7, RF.1.2, RF.1.3, RF.1.4, W.1.5, SL.1.1, SL.1.3, L.1.2, L.1.4.c, L.1.5

QUARTER 2

RL.1.6, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, W.1.5, W.1.6, SL.1.3, L.1.2, L.1.4, L.1.5

QUARTER 3

RL.1.6, MA.8a, RL.1.9, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, MA 3.a, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.3, L.1.2, L.1.4, L.1.5

QUARTER 4

RL.1.6, MA.8a, RL.1.9, RL.1.10, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RF.1.2, RF.1.3, RF.1.4, W.1.1, W.1.2, MA 3.a, W.1.5, W.1.6, W.1.7, SL.1.1, SL.1.3, L.1.2, L.1.4, L.1.5

GRADE 1 SOCIAL STUDIES YEAR-LONG PLAN OVERVIEW

COURSE DESCRIPTION

Grade 1: Leadership, Cooperation, Unity and Diversity

Students learn about leadership on many levels, the meaning of citizenship, and interpreting and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They study these topics by exploring guiding questions such as "What makes a good community member?" and "How do we contribute to our community?" Additional supporting questions appear under each topic and under year-long essential questions. The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.

YEAR-LONG STUDENT OUTCOMES	YEAR-LONG ESSENTIAL QUESTIONS
By the end of Grade 1, students will be able to: • **Understand leadership on many levels** • **Explain the meaning of citizenship** • **Interpret and create a range of map types** • **Explain how the concepts of unity and diversity shape life in the United States** • **Explain how people make choices about purchasing goods and services**	• **What does it mean to belong to or lead a group?** • **What makes a good community member?** • **How do we contribute to our community?** • **How can maps help people locate places and learn about them?** • **What does the motto "Out of Many, One" mean and why**

| | is it a good motto of the United States? |
| | • **How do the resources of an area affect its industries and jobs?** |

1. … teaches students about the legacy of democratic government.
2. ...incorporates diverse perspectives and acknowledges that perception of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability and personal experience.
3. Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.
4. ...teachers students to think historically.
5. ...integrates knowledge from many fields of study.
6. ...builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
7. ... improves reading comprehension by increasing students' content knowledge.
8. … incorporates the study of current events and news/media literacy.
9. … teachers students about using data analysis and digital tools as research and presentation techniques in the social sciences.
10. … develops social and emotional skills.

Content: Scope and Sequence, Supporting Questions

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topic 3: History: Unity and Diversity in the United States **Standards:** **1.T3.1**	**Topic 1: Civics: Communities, Elections, and Leadership** **Standards:**	**Topic 3: History: Unity and Diversity in the United States** **Standards:** **1.T3.2**	**Topic 2: Geography: Places to Explore** **Standards:** **1.T2.1** **1.T2.2**

Supporting Question: What does the motto, "Out of Many, One" mean and why is it a good morro of the United States?	1.T1.1 1.T1.2 1.T1.3 1.T1.4 1.T1.5 1.T1.6 1.T1.7 1.T1.8 1.T1.9 1.T1.10 **Supporting Question: What does it mean to belong or lead a group?**	1.T3.3 **Supporting Question: What does the motto, "Out of Many, One" mean and why is it a good motto of the United States?**	1.T2.3 1.T2.4 1.T2.5 **Supporting Question: How can maps help people locate places and learn about them?** **Topic 4: Economics: Resources and Choices (Shared with Grade 2)** **Standards:** 1.T4.4 1.T4.5 1.T4.6 1.T4.7 1.T4.8 1.T4.9 **Supporting Question: How do the resources of an area affect its industries and jobs?**

قيل

TIES MA CURRICULUM

The Islamic Education Schools is committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities. Our curriculum is aligned with the Massachusetts Curriculum Frameworks. To supplement instruction, educators embed social-emotional learning instruction and support into every content area. This approach creates a more equitable, engaging, and culturally and developmentally responsive environment where meaningful learning and social experiences take place.

Second-grade students are now familiar with classroom expectations and routines. They can sustain longer periods of attention toward tasks. Second grade-students understand that the classroom is a community of learners in which cooperation and conversations are part of the learning process. Students are beginning to read nonfiction texts that connect to content in science and social studies.

Second-grade students are more social in and out of the classroom. They can initiate games and activities with others and form their own friendships.

The second-grade year culminates with transition activities to prepare students for third-grade.

EXPERIENCES:

- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.
- Students respond analytically to literary and informational sources, and adapt the form and content of their writing to suit a purpose.
- Students gain the knowledge and skills to become thoughtful and active participants in a democratic society and complex world.
- Students explore the structure of our base-ten number system by engaging in hands-on investigations.

MATH

TIES mathematicians engage in solving problems and discussing their thinking. During this process, students may use concrete objects or pictures to help them conceptualize and solve problems. They check their thinking by asking themselves, "Does this make sense?" They consider possible solutions and refine their approach, if necessary.

TIES mathematicians may use concrete objects, pictures, drawings, and equations to construct arguments. They practice their mathematical communication skills as they participate in discussions involving questions like: "How did you get that?" "Can you explain your thinking?" and "Why is that true?" They decide if the explanations make sense and ask clarifying and probing questions to help refine their thinking.

> **Computational Thinking**
> Students explore abstraction through identification of common attributes.

Building on a foundation of place value/grouping understanding and strategies for addition and subtraction, we focus on these four critical areas:

Place Value: Extending understanding of base-ten notation.

Whole Number Operations: Building fluency with addition and subtraction.

Measurement: Understanding and using standard units of measure.

Geometry: Describing and analyzing 2-dimensional shapes.

SCIENCE

TIES scientists begin to use models as representations of scientific processes and engineering. They model the physical structure of the Earth by mapping landforms and bodies of water. They use models to compare the role of plants and animals in different ecosystems. Students design and conduct simple investigations as a way to practice data collection, analyze data, and construct arguments.

> *Social Emotional Learning: Students work in groups to solve problems and develop their communication skills with their peers and teachers. When tasks are challenging, they learn to keep trying and they begin to learn that failure can contribute to success.*

In second grade science & engineering instruction we focus on these areas:

Wind & Water Erosion: Investigating the effectiveness of solutions to wind and water erosion, mapping landforms and bodies of water, and identifying oceans, rivers and streams, and lakes and ponds as sources of water on Earth and that recognizing that water can be found as a solid or liquid.

Plants & Animals: Comparing how plants and animals use their surroundings and other things to meet their needs. Exploring the diversity of things in different habitats.

Properties of Materials: Classifying materials by color, flexibility, hardness, texture, and absorbency and analyzing their suitability for an intended purpose. Using evidence to conclude that when materials are broken into smaller pieces they still have the same properties. Using evidence to support an argument that heating and cooling can cause changes to materials; some that are reversible and some that are not.

Energy: Conducting experiments that test the effects of friction on temperature and the speed of objects.

Engineering: Using data to compare the strengths and weaknesses of two objects designed for the same purpose.

ELA

PRACTICES

Student readers will read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Students will read in other subjects to build knowledge in all content areas. They will acquire essential and effective independent reading habits. Student writers will write to offer opinions, demonstrate content knowledge, and convey real or imagined experiences and events. They will communicate effectively to fulfill a purpose toward a specific audience. They will conduct and present research and write text analyses. Students will take part in rich, structured conversations with effective speaking and listening skills. Students will also convey meaning effectively with proper grammar, word usage, and mechanics.

Digital Literacy
Students will identify, locate, and use letter, numbers, and special keys on the keyboard.

FOCUS AREAS

Student readers in grade 2 are further developing their ability to understand characterization in fiction. They determine lessons from fables and folktales. They comprehend the beginning, middle, and end of plotlines and compare and contrast multiple versions of a story. They identify main topics in nonfiction and identify subtopics in paragraphs. They are developing their ability to describe relationships between concepts within nonfiction text. Students decode words with common prefixes and suffixes, and read grade level text with accuracy, fluency and expression. Students writers produce writing that is appropriate to the task and audience. They write to express and explain an opinion, introduce and explain a topic, tell a story with dialogue, and use patterns of sounds to structure a poem. Students participate in collaborative conversations with diverse partners. They seek clarification, recount experiences, and explain their thinking in other content areas.

PRACTICES

Student citizens will develop civic knowledge and skills which include knowing how to address civic-related concerns, how to communicate and participate in the political process, and develop values and behaviors which foster a civic disposition. Student historians will evaluate the credibility, accuracy, & relevance of multiple primary and secondary sources to gather and organize information, as well as analyze the purpose and point of view of each source. Student historians will develop questions and conduct inquiries to argue or explain conclusions with valid reasoning & evidence.

SOCIAL STUDIES

FOCUS AREAS

Social Emotional Learning
Students learn to understand their own power to take thoughtful action.

Students build on their Pre-K to grade 1 learning by concentrating on global geography, looking at reasons why people move or settle in particular places, how they keep cultural traditions alive, and how they use resources. They study these topics by exploring questions such as "What can people and cultures of other parts of the world teach us?" and "What do people do with the money they earn?" The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.

ISLAMIC STUDIES

PRACTICES

TIES's religious curriculum strengthens the heart, builds character, instills knowledge, and it preserves students' Muslim American identity as Muslim-Americans living in America. Students will memorize religious texts and sayings of prominent Muslim scholars in addition to learning prophetic biography. Students will be evaluated for their memorization, understanding, and participation in classroom activities as well as completion of their homework, classwork, tests, and quizzes. Students will be asked to answer questions related to each lesson depending on their grade level.

Student Learning Progressions
Students will think about this important domain of knowledge and apply it as they learn specific topics over a broad span of time.

FOCUS AREAS

Students at TIES will focus on content, practice, and implementation of daily religious practices. Students will explore basics of the Muslim belief, acts of worship, and Islamic manners. Students have the opportunity to delve into many religious subjects, including creed, prayer, fasting, Zakat, Hajj, dealings, and manners. This knowledge will help the students preserve their Muslim identity and allow them to build communities based on sound values that will keep them safe in this life and the Hereafter.

ARABIC & QUR'AN

PRACTICES

Students at TIES will receive Arabic language and Qur'an instruction. The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will also practice proper recitation of Qur'an utilizing rules of tajweed, proper articulation of letters, and learn connections of recitation to the Muslims' daily life.

FOCUS AREAS

Students will develop the knowledge, understanding and the listening, speaking, and writing skills necessary for effective interaction. Students will have a better understanding of the Islamic terminology and the culture of Arabic-speaking. We exert the time and effort to make Arabic instruction enjoyable by engaging students in educational and hands on activities. Students will receive work commensurate with their abilities. We have three main objectives in all grade levels:

- Using Language.
- Making Linguistic Patterns.
- Making Connections between Arabic and Islam.

SPECIALTY SUBJECTS

ART

- View and discuss the work of historical and contemporary artists and craftspeople
- Improve their level of craftsmanship by using a variety of artistic tools and materials
- Plan and create 2D artworks: drawing, painting, collage, printmaking
- Plan and create 3D artworks: clay, paper, wood, wire

- Engage in multi-step lessons that build on lessons from previous grades

PHYSICAL EDUCATION

- Second graders develop locomotor skills by performing mature movement patterns.
- Learners perform nonlocomotory skills, such as balancing on different bases of support, weight transfer, rolling, twisting, curling, and bending.
- Students perform throwing, passing, catching, dribbling, and striking activities to demonstrate skills using manipulatives.
- Second graders practice the social competencies of listening to others, offering positive comments to peers, and trying new activities.

LIBRARY MEDIA

Library at the elementary level focuses on instilling a love of reading, developing critical thinking skills.
- Students continue digital citizenship lessons with an emphasis on community and safety
- Students continue book evaluation and engagement introduced in first grade
- Students understand how libraries are organized by the end of second grade.

TIES MA
41 Marble Street
Revere, MA 02151
ma.tiesusa.org

THE ISLAMIC EDUCATION SCHOOL MASSACHUSETTS

Grade 2 Year-Long Curriculum Plan

SECOND GRADE CURRICULUM

Overview of Standards – 2nd Grade Math

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.OA.1	X	X	X	X
2.OA.2	X	X	X	X
2.OA.3	X			
2.OA.4			X	X
2.NBT.1	X	X		
2.NBT.2	X	X		
2.NBT.3	X	X		
2.NBT.4	X	X		
2.NBT.5	X	X		
2.NBT.6			X	X
2.NBT.7		X	X	X
2.NBT.8	X	X		
2.NBT.9		X	X	X
2.MD.1				X
2.MD.2				X
2.MD.3				X
2.MD.4				X
2.MD.5				X
2.MD.6		X	X	X
2.MD.7			X	
2.MD.8			X	X
2.MD.9				X
2.MD.10			X	
2.G.1			X	
2.G.2			X	X
2.G.3			X	

Standards	Description
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two single-digit numbers and related differences.
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a) 100 can be thought of as a bundle of ten tens—called a "hundred. b) "The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.7	Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens of hundreds.
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9	**Explain why addition and subtraction strategies work, using place value and the properties of operations.**
2.MD.1	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**
2.MD.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**
2.MD.3	**Estimate lengths using units of inches, feet, centimeters, and meters.**
2.MD.4	**Measure to determine how much longer one object is than another, expressing the length of difference in terms of standard length unit.**
2.MD.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**
2.MD.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.**
2.MD.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** a. **Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week; days in a month and a year and approximate number of weeks in a month and weeks in a year.**
2.MD.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately and whole dollar amounts.**
2.MD.9	**Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record the data on a line plot where the horizontal scale is market off in whole-number units.**
2.MD.10	**Draw a picture graph and bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems, using information presented in a bar graph.**
2.G.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.**
2.G.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**
2.G.3	**Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identity wholes need not have the same shape.**

Overview of Standards – 2nd Grade Science

Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Standard				
2-ESS2-1	X			
2-ESS2-2	X			
2-ESS2-3	X			
2-ESS2-4 (MA)		X		
2-LS2-3(MA)		X		
2-LS4-1		X		
2-PS1-1			X	
2-PS1-2			X	
2-PS1-3			X	
2-PS1-4				X
2-PS3-1 (MA)				X
2.K-2-ETS1-3		X		X

GRADE 2 SCIENCE – Quarter 1

SCIENCE STANDARDS

2-ESS2-2	Map the shapes and types of landforms and bodies of water in an area. Clarification Statements: Examples of types of landforms can include hills, valleys, river banks, and dunes, Examples of water bodies can include streams, ponds, bays, and rivers, Quantitative scaling in models or contour mapping is not expected. I can … ● identify landform and bodies of water on a map.

2-ESS2-3	Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.

GRADE 2 SCIENCE – Quarter 2

SCIENCE STANDARDS

2-ESS2-1	Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Clarification Statements: Solutions to be compared could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. Solutions can be generated or provided. I can…. ● analyze data from multiple solutions to identify strengths and weaknesses of how each protects land from wind and water damage and changes.
2-ESS2-4 (MA)	Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform. Clarification Statement: Examples of types of landforms can include hills, valleys, river banks, and dunes. I can… ● identify changes in land caused by wind and water.
2-LS2-3	Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. Clarification Statement: Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds. I can… create a food chain to demonstrate how living things depend on each other to meet their needs.

ENGINEERING DESIGN STANDARDS

2.K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs. Clarification Statements: Data can include observations and be either qualitative or quantitative. Examples can include how different objects insulate cold water or how different types of grocery bags perform. I can … ● analyze data from multiple solutions to identify strengths and weaknesses of how each protects land from wind and water damage

GRADE 2 SCIENCE – Quarter 3

SCIENCE STANDARDS	
2-PS1-1	Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency. I can … ● describe the properties and uses of matter ● identify the observable properties (color, flexibility, hardness, texture, and absorbency)
2-PS1-2	ifferent materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose. Clarification Statements: Examples of properties could include, color, flexibility, hardness, texture, and absorbency.Data should focus on qualitative and relative observations. I can … ● design and conduct an experiment to show the effects of friction on the relative temperature to show the effects of objects that rub against each other
2-PS1-3	Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects. Clarification Statements: Materials should be pure substances or microscopic mixtures that appear contiguous at observable scales. Examples of pieces could include blocks, building bricks, and other assorted small objects. I can… ● show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects ● construct an argument as to whether heating or cooling an object can change it permanently
	and changes.

GRADE 2 SCIENCE – Quarter 4

SCIENCE STANDARDS

2-PS1-4	Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot. Clarification Statements: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and burning paper. I can… ● explain whether heating or cooling an object can change it permanently
2-PS3-1 (MA)	Design and conduct an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other. Clarification Statements: Examples could include an object sliding on rough vs. smooth surfaces. Observations of temperature and speed should be qualitative. I can… ● analyze how different surfaces change the movement of objects(i.e. rug vs. floor, or sandpaper vs. wood).
2-LS4-1	Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas. Clarification Statements: Examples of areas to compare can include temperate forest, desert, tropical rain forest, grassland, arctic, and aquatic. Specific animal and plant names in specific areas are not expected. I can… compare and contrast organisms in different habitats.

ENGINEERING DESIGN STANDARDS

2.K-2-ETS1-3	ze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs. Clarification Statements: Data can include observations and be either qualitative or quantitative. Examples can include how different objects insulate cold water or how different types of grocery bags perform. I can… ● use data from friction experiments to determine what the speed of the object is effected.

Standards	Overview of Standards – 2nd Grade ELA
RL.2.1	Ask and answer such questions *as who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Explain what dialogue is and how it can reveal characters' thoughts and perspectives.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoded wordings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings.
W.2.4	Produce writing in which the development and organization are appropriate to task, purpose, and audience.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.10	Write routinely for a range of tasks, purposes, and audiences.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2nd Grade Social Studies

Global Geography: Places and Peoples, Cultures and Resources

YEAR-LONG STUDENT OUTCOMES	YEAR-LONG ESSENTIAL QUESTIONS
By the end of Second Grade, students will be able to ● **Explain all aspects of a map including compass rose, cardinal directions, scale/key legend and title and give examples of different kinds of map projections.** ● **Construct a map of a familiar location.** ● **Locate all continents, oceans and major landforms.** ● **Investigate reasons why people migrate (move) to different places around the world.** ● **Explain how humans adapt to their environments to meet their needs and why they prefer to settle there.** ● **Identify elements that define the culture of a society and explain how the community is enriched by contributions from all the people who form it today.** ● **Recognize the difference between physical and political geography.** ● **Explain characteristics of a country.** ● **Explain the relationship between natural resources/industries and jobs are specific to the geography of a place and how it can influence its economy.** ● **Explain what earning income and savings means and the process of buying goods and services.**	● What do maps show? ● How do people adapt to or change their environment? ● What are the different reasons people choose to settle in a community? ● Why are continents divided into countries? ● How do the resources of an area affect its industries and jobs?

Content: Scope and Sequence, Supporting Questions

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topic 1: Reading and Making Maps **Supporting Question: "What do maps show?"** **Topic 2: Geography and its Effects on People** **Supporting Question: "How do people adapt to or change their environment?"**	**Topic 2 (continued): Geography and its Effects on People** **Supporting Question: "How do people adapt to or change their environment?"**	**Topic 5: Economics; Resources and Choices** **Supporting Question: "How do the resources of an area affect its industries and jobs?"**	**Topic 4: CIvics in the Context of Geography; Countries and Governments** **Supporting Question: "Why are continents divided into countries?"** **Topic 3: History: Migrations and Cultures** **Supporting Question: "What are the different reasons people choose to settle in a community?"**

Assessment Policy 2023-2024

Evaluation and Testing

The school year is divided into quarters. Progress reports will be issued half-way through each quarter. At the end of each quarter, report cards will be issued. All report cards must be signed by a parent/guardian and returned to teachers. Report cards are a cumulative scoring of student achievement over a quarter in classwork, homework, projects, quizzes, and tests each marking period.

Final report cards give a summary of the student's level of academic achievement over the school year. This final report card will determine if the student matriculates to the next grade or fails and has to repeat the year. Matriculation to the next grade requires passing final scores in core subjects. The grading scale used is as follows:

Grades 1 - 5			Kindergarten	
A+	97.5% - 100%		O	90%
A	92.50%		S	80%
A-	89.50%		N	69%
B+	87.50%		U	50%
B	82.50%			
B-	79.50%			
C+	77.50%			
C	72.50%			
C-	69.50%			
D+	67.50%			
D	62.50%			
D-	59.50%			

F	0%			

The evaluating method going to be used during the year will be based on formative, informal, and summative evaluations. Informal and formative assessments will be used to check the day to day learning process and help teachers gauge instructional adjustments needed to meet student learning needs. Summative assessments will be the basis of the report card grading. Summative assessments will also be used to monitor whole group achievement to determine if concepts need to be retaught as a whole class or not.

At a minimum, two assessments per type per subject will be administered. Teachers are required to correct the different types of assessments within 48 hours and post the grades on Gradelink. Parents will be informed about these procedures in order to properly follow up with their children. Each type of assessment will be given a certain weight of the total grade leading up to the final grade of each subject. Teachers will set the scoring scale per class as shown in the following example:

Classwork	35%
Homework	15%
Quiz	10%
Test	25%
Extra Credit	2%
Final	15%

To evaluate student growth progress in ELA, Math, and Science and compare performance levels to state and national scores, required standardized tests along with NWEA's MAP assessments will be administered.

Massachusetts Department of Elementary and Secondary Education

NOTIFICATION OF NEW PRIVATE SCHOOL

Please scan and email the completed and signed form to:

> Massachusetts Department of Elementary and Secondary Education
> Attention: Kerrie Anastas
> Email: diradmin@doe.mass.edu

Please check off one of the following required options:

☐ YES - has special education program(s)   ☐ NO -does not have special education program(s)

Effective Date: 01/17/2023 (the date of the local school committee's approval*)

School name: The Islamic Education School

School physical address: 41 Marble Street Revere, MA 02151

School mailing address (if different):

Grades offered: Kindergarten, 1st Grade, and 2nd Grade

Phone number: 781-284-6540 Fax number:

Website ma.tiesusa.org Email Address: contact@ma.tiesusa.org
Principal's name: Rawan Chaaban

Is the principal certified with the Massachusetts ESE? _____   If yes, license # 531568

Contact name – person completing the form: Rawan Chaaban Tel. # 407-962-7595

Email address: rawanchaaban@ma.tiesusa.org

Private elementary and secondary schools have the following responsibilities:

- MA General Laws c. 72 section 2, paragraph 3: "The supervisory officers of all private schools shall within thirty days after the enrollment or registration of any child of compulsory school age, report his/her name, age, and residence to the superintendent of school of the town where that child resides: and whenever a child withdraws from a private school, such officers shall, within ten days, notify said superintendent."

- Submit *The Individual Private School Report* (enrollment as of October 1st), sending a copy to the ESE and a copy to the Local School Superintendent or by using our online tool. A blank report will be sent to the school in September. To receive a user ID and password to submit online, please send an email to, privateschools@doe.mass.edu

Principal's Signature _____

Superintendent's Signature _____

* MA General Laws c.76 section 1: "For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching…"