



PUBLIC CHARTER SCHOOL



# **SY 2019–2020 Student and Family Handbook**



Dear Sela Families,

Welcome to the 2019-20 School Year! The Student and Family Handbook for Sela Public Charter School includes information about the logistics of the daily operations of the school, student life, and community involvement. You will find information about contacting the school, procedures that students and parents are expected to follow during arrival and dismissal, as well as the names and contact information of Sela's staff members. It also includes pertinent policies and calendars with important events that are scheduled every year.

This handbook is just one of several ways we keep families informed of what is happening at our school. The Sela PCS website and classroom websites are updated regularly.

The handbook is revised each summer. It is important for parents to send us ideas for additional information. There is a feedback sheet on the last page. Please feel free to complete the feedback form and return it to the school. All feedback you provide will be considered in making revisions to our next year's version.

I am looking forward to working together to make this an amazing school year!

Sincerely,

Joshua Bork  
Head of School

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## **Table of Contents**

<b>School Year 2019-2020 Academic Calendar</b>	<b>6</b>
<b>School Year 2019-2020 School Calendar - School Closure Days</b>	<b>7</b>
<b>Weekly Kindergarten Schedules - Kitot Eilat and Beer Sheva</b>	<b>10</b>
<b>Weekly 1st Grade Schedule - Kitat Kesaria</b>	<b>10</b>
<b>Weekly 1st Grade Schedule - Kitat Tveria</b>	<b>10</b>
<b>Weekly 2nd Grade Schedule - Kitat Ashdod</b>	<b>11</b>
<b>Weekly 2nd Grade Schedule - Kitat Holon</b>	<b>11</b>
<b>Weekly 3rd Grade Schedule - Kitat Netanya</b>	<b>12</b>
<b>Weekly 4th Grade Schedule - Kitat Haifa</b>	<b>12</b>
<b>Weekly 5th Grade Schedule - Kitat Tzfat</b>	<b>13</b>
<b>MISSION STATEMENT</b>	<b>13</b>
Our Name	13
Our Philosophy	14
Overarching School Goals	14
Hebrew Language Program	15
The Proficiency Approach	15
Pre-School (PK3) and Pre-Kindergarten (PK4)	16
Kindergarten through Grade 5:	16
Pre-K Program	16
Kindergarten thru 5th Grade	17
Homework Policy: K – Grade 5:	19

<b>SCHOOL PROCEDURES</b>	<b>20</b>
Arrival	20
Dismissal	20
Before Care and After School (Extended Learning) Program:	21
Inclement Weather Policy:	21
Visitor Policy	21
Early Pick-up	22
Birthdays	22
Snacks	22
Personal Belongings	23
Cellular Telephone Policy:	23
Internet Policy:	23
Dress Code:	23
Field Trips:	24
Emergency and Non-Emergency Medical Policy:	24
<b>ADMINISTRATION OF MEDICATION POLICY</b>	<b>25</b>
Breakfast Procedures:	27
Lunch Procedures:	27
Free and Reduced Meal Lunch Application:	27
<b>HOME AND SCHOOL CONNECTION</b>	<b>27</b>
Hebrew Morning Assembly:	28
Progress and Report Cards (Grades K-5th):	28
Celebrations and Rewards:	28
Recognition Communication:	28
Awards:	28
<b>SELA'S SCHOOL CULTURE</b>	<b>29</b>
Drug Free Policy	42
GRADING, PROMOTION, and RETENTION	42
Pre-K	42
Elementary School	43
<b>COMPLAINT RESOLUTION PROCESS</b>	<b>45</b>
<b>PRIVACY/CONFIDENTIALITY</b>	<b>46</b>
Family Educational Rights and Privacy Act (FERPA)	46
<b>Sela SY 2019-2020 Staff Roster</b>	<b>48</b>
<b>PARENT SUGGESTION FORM</b>	<b>53</b>
<b>Parent Acknowledgement of Handbook</b>	<b>54</b>

# School Year 2019-2020 Academic Calendar

## SELA PCS - 2019/2020 School Calendar

August 2019							September 2019							October 2019							November 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4	5					1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

December 2019							January 2020							February 2020							March 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

April 2020							May 2020							June 2020							July 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3						1	2												1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	

Total Instr. Days		182			
DAYS					
Term	K-5	PK3	PK4	Sta	
1	39 Full 1 Half	36 Full 3 Half	37 Full 2 Half	50	
2	34 Full 1 Half	34 Full 1 Half	34 Full 1 Half	36	
3	46 Full 1 Half	46 Full 1 Half	46 Full 1 Half	49	
4	55 Full 1 Half	55 Full 1 Half	55 Full 1 Half	58	
Totals	182	182	182	193	

Testing Calendar	
9/15 - 9/26	Fall MAP - Elementary
1/27 - 2/7	Winter MAP - Elementary
5/11 - 5/21	Spring MAP - Elementary
3/30 - 4/3	DC Science Testing - 5th
4/20 - 5/8	PARCC Testing - 3rd - 5th
6/13 - 6/30	CLASS Observation on Windows - PK
8/26 - 12/13	TS Gold Checkpoint #1 - PK
12/14 - 3/13	TS Gold Checkpoint #2 - PK
3/14 - 6/05	TS Gold Checkpoint #3 - PK
9/16 - 10/4	PreK English - E.O.Y.
1/7 - 1/17	PreK English - M.O.Y.
5/11 - 5/15, 6/1-6/5	PreK English - E.O.Y.
8/29 - 9/13	F&P (E.O.Y.) - Elementary
10/21 - 10/31	F&P (Checkpoint #1) - Elementary
1/13 - 1/24	F&P (Checkpoint #2) - Elementary
3/9 - 3/19	F&P (Checkpoint #3) - Elementary
6/1 - 6/12	F&P (E.O.Y.) - Elementary
10/2 - 10/18	Hebrew Assessment #1 - Elementary
1/18 - 1/24	Hebrew Assessment #2 - Elementary
5/18 - 5/25	Hebrew Assessment #3 - Elementary
5/18 - 5/29	ELL/OPA - Elementary

PreK Half Days	
Monday 9/25	PreK3 and PreK4
Tues 9/27	PreK3 and PreK4
Wed 9/28	PreK3

Next Weather Make-Up Days	
(Only used if more than 2 full increment see other days occurring the school year)	
Mon, Jun 22	Make-Up Day #1
Tue, Jun 23	Make-Up Day #2
Wed, Jun 24	Make-Up Day #3
Thu, Jun 25	Make-Up Day #4
Fri, Jun 26	Make-Up Day #5

Date	Event
<b>Holidays - No School For Students and Teachers</b>	
Mon, Sep 2	SCHOOL CLOSED - Labor Day
Mon, Sep 30	SCHOOL CLOSED - Rosh Hashana
Tue, Oct 1	SCHOOL CLOSED - Rosh Hashana
Wed, Oct 9	SCHOOL CLOSED - Yom Kippur
Mon, Oct 14	SCHOOL CLOSED - Columbus Day
Mon, Nov 11	SCHOOL CLOSED - Veterans' Day
27 Nov-29 Nov	SCHOOL CLOSED - Thanksgiving Recess
23 Dec-5 Jan	SCHOOL CLOSED - Winter Recess
Mon, Jan 20	SCHOOL CLOSED - Martin Luther King Jr. Day
Mon, Feb 17	SCHOOL CLOSED - Presidents' Day
6 Apr-10 Apr	SCHOOL CLOSED - Spring Recess
Thu, Apr 16	SCHOOL CLOSED - Emancipation Day
Mon, May 25	SCHOOL CLOSED - Memorial Day
<b>Professional Development - No School for Students</b>	
12 Aug-13 Aug	New Teacher Orientation
14 Aug-23 Aug	All Staff - Summer Institute
Fri, Sep 27	PD Day - Full Day - All Staff
Mon, Jan 6	PD Day - Full Day - All Staff
Fri, Feb 14	PD Day - Full Day - All Staff
Fri, Apr 17	PD Day - Full Day - All Staff
Mon, Jun 22	Last Day for Staff
<b>All School Events</b>	
Fri, Aug 23	Student Orientation
Mon, Aug 26	First Day of School
Wed, Sep 4	Back to School Night
Mon, Oct 7	Fall Pictures Day
Tue, Oct 8	Hispanic Heritage Month Celebration
15 Oct-16 Oct	Internal Math Day / Internal Math Night
28 Oct-31 Oct	Split Week #1
Wed, Oct 30	Harvest Festival
Wed, Nov 13	מנוח לילי - Hebrew Night
Thu, Dec 19	Winter Light Festival
Fri, Jan 24	International Diversity Day
Thu, Feb 28	Black History Month Celebration
Mon, Mar 2	Road Across America/Dr. Seuss' Birthday
Wed, Mar 4	Literacy Night
23 Mar-26 Mar	Split Week #2
Fri, Apr 3	Women's History Month Celebration
Thu, May 14	תשע"ד - Israel Day
Sun, Jun 7	Community Day
Fri, Jun 12	Field Day
Thu, Jun 18	5th Grade Celebration
Fri, Jun 19	Last Day of School
<b>Parent/Teacher Conferences</b>	
Fri, Nov 1	First Conference
Fri, Mar 27	Mid-Year Conference
Fri, May 29	End of Year Conference
<b>End of Marking Period - 1/2 Day for Students</b>	
Fri, Oct 25	End of First Marking Period
Fri, Dec 20	End of Second Marking Period
Fri, Mar 20	End of Third Marking Period
Fri, Jun 19	End of Fourth Marking Period
<b>Sela PTSA</b>	
Meetings for the Sela PTSA are held on the 4th Wednesday of every month unless otherwise announced.	
<b>Sela Board Meetings</b>	
The Sela Board of Directors meets every second Thursday of the month.	



# **School Year 2019-2020 School Calendar - School Closure Days**

## **August 2019**

August 12<sup>th</sup> – August 23<sup>rd</sup>: Pre-Service Training Sessions - Staff Only  
August 23<sup>rd</sup>: Student and Family Orientation 10:30 am-12:30 pm  
August 26<sup>st</sup>: First Day of School

## **September 2019**

September 2<sup>nd</sup>: Labor Day- NO SCHOOL  
September 27<sup>th</sup>: Professional Development - NO SCHOOL for Students  
September 30<sup>th</sup>: Rosh Hashanah – NO SCHOOL

## **October 2019**

October 1<sup>st</sup>: Rosh Hashanah - NO SCHOOL  
October 9<sup>th</sup>: Yom Kippur – NO SCHOOL  
October 14<sup>th</sup>: Columbus Day - NO SCHOOL  
October 25<sup>th</sup>: End of Term – STUDENTS DISMISSED AT 12:15 PM

## **November 2019**

November 1<sup>st</sup>: Parent-Teacher Conferences- No SCHOOL for Students  
November 11<sup>th</sup>: Veteran's Day- NO SCHOOL  
November 27<sup>th</sup> – 29<sup>th</sup>: Thanksgiving – NO SCHOOL

## **December 2019**

December 20<sup>th</sup>: End of Term – STUDENTS DISMISSED AT 12:15 PM  
December 23<sup>rd</sup> - December 31<sup>st</sup>: Winter Break - NO SCHOOL

## **January 2020**

January 1<sup>st</sup> - January 3<sup>rd</sup>: Winter Break - NO SCHOOL  
January 6<sup>th</sup>: Professional Development – NO SCHOOL for Students  
January 20<sup>th</sup>: Martin Luther King, Jr. Day – NO SCHOOL

## **February 2020**

February 14<sup>th</sup>: Professional Development - NO SCHOOL for Students  
February 17<sup>th</sup>: Presidents' Day – NO SCHOOL

## **March 2020**

March 20<sup>th</sup>: End of Term – STUDENTS DISMISSED AT 12:15 PM  
March 27<sup>th</sup>: Parent-Teacher Conferences (Students dismissed at 12:15 pm)

## **April 2020**

April 6<sup>th</sup> - April 10<sup>th</sup>: Spring Break - NO SCHOOL  
April 16<sup>th</sup>: Emancipation Day - NO SCHOOL  
April 17<sup>th</sup>: Professional Development – NO SCHOOL for Students

## **May 2020**

May 25<sup>th</sup>: Memorial Day – NO SCHOOL  
May 29<sup>th</sup>: Parent-Teacher Conferences (Students dismissed at 12:15 pm)

## **June 2020**

June 19<sup>th</sup>: Last Day of School for Students (STUDENTS DISMISSED AT 12:15 PM)

## Early Childhood (PreK-3 and PreK-4) Daily Schedules

### Early Childhood: PreK-3 Daily Schedule

Breakfast / Free Choice 8:00-8:25
Second Step 8:25-8:35
Foundations 8:35-8:45
Recess 8:45-9:15
Morning Meeting(T,W,Th - Hebrew; M,F - English) 9:20-9:40
Literacy Small Groups 9:40-10:30
Hebrew Read Aloud 10:30-10:45
Math Small Groups. 10:45-11:35
Shared Reading 11:35-11:45
Lunch (in classroom) 11:45-12:15
Nap / Quiet Rest Time 12:15-2:15
Snack/ Hebrew Enrichment 2:15-2:30
Recess 2:30-3:00
English/Hebrew Read Aloud 3:05-3:15
Closing Circle 3:15-3:25
DISMISSAL 3:25-3:30

### Early Childhood: PreK-4 Daily Schedule

Breakfast / Free Choice 8:00-8:20
Second Step 8:20-8:30
Foundations: 8:30-8:40
Morning Meeting(T,W,Th - Hebrew; M,F - English) 8:40-9:00
Recess 10:05-10:35
Hebrew Read Aloud 10:40-10:55
Math Small Groups 11:00-12:00
Shared Reading 12:00-12:15
Lunch (in classrooms) 12:15-12:45
Nap / Quiet Rest Time 12:45-2:40
Snack/Read Aloud 2:40-2:50
Hebrew Read Aloud 2:50-3:00
Recess 3:00-3:25
DISMISSAL 3:25-3:30



## Weekly Kindergarten Schedules

Weekly Schedule – Gan Eilat				Ms. Slade & Ms. Yosef
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30
English Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50	English Morning Meeting 8:30-8:50
Hebrew Block 8:50-10:00 עברית	Hebrew Block 8:50-10:00 עברית	Hebrew Block 8:50-10:00 עברית	Hebrew Block 8:50-10:00 עברית	Hebrew Block 8:50-10:00 עברית
Reading Block 10:00-10:35	Reading Block 10:00-10:35	Reading Block 10:00-10:35	Reading Block 10:00-10:35	Reading Block 10:00-10:35
Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05
Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35
Small Group Time 11:35-12:10	Small Group Time 11:35-12:10	Small Group Time 11:35-12:10	Small Group Time 11:35-12:10	Small Group Time 11:35-12:10
Writing Block 12:10-12:45	Writing Block 12:10-12:45	Writing Block 12:10-12:45	Writing Block 12:10-12:45	Math Eng/עברית 12:10 - 1:25
Flex Time 12:45-1:20	Flex Time 12:45-1:20	Flex Time 12:45-1:20	Flex Time 12:45-1:20	Phys. Ed. 1:30-2:20
Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Writing Block 2:20-2:55
Israeli Music & Dancing 2:40-3:30	ART 2:40-3:30	Phys. Ed 2:40-3:30	Phys. Ed 2:40-3:30	Library 3:00-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal


Weekly Schedule - Gan Beer Sheva				Ms. Henson & Ms. Copley
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
English Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50	English Morning Meeting 8:30-8:50	עברית Morning Meeting 8:30-8:50
Reading Block 8:50-9:25	Reading Block 8:55-9:30	Reading Block 8:55-9:30	Reading Block 8:55-9:30	Reading Block 8:55-9:30
Small Group Time 9:25-10:00	Small Group Time 9:25-10:00	Small Group Time 9:25-10:00	Small Group Time 9:25-10:00	Small Group Time 9:25-10:00
LIBRARY 10:00-10:35	Flex Time 10:00-10:35	Flex Time 10:00-10:35	Flex Time 10:00-10:35	Flex Time 10:00-10:35
Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05	Recess 10:35-11:05
Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35	Lunch 11:05-11:35
Hebrew Block 11:35-12:45 עברית	Hebrew Block 11:35-12:45 עברית	Hebrew Block 11:35-12:45 עברית	Hebrew Block 11:35-12:45 עברית	Hebrew Block 11:35-12:45 עברית
Writing Time 12:45-1:20	Writing Time 12:45-1:20	Writing Time 12:45-1:20	Writing Time 12:45-1:20	Writing Time 12:45-1:20
Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35	Math Eng/עברית 1:20-2:35
PE 2:40-3:30	PE 2:40-3:30	Israeli Music & Dancing 2:40-3:30	PE 2:40-3:30	ART 2:40-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Weekly 1st Grade Schedule - *Kitat Kesaria*

<b>Weekly Schedule – <u>Kitat Kesaria</u></b>				Ms. Hilliard
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30
Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50	Morning Meeting 8:30-8:50
Hebrew Block 8:50-9:50 עברית	Hebrew Block 8:50-9:50 עברית	Hebrew Block 8:50-9:50 עברית	Hebrew Block 8:50-9:50 עברית	Hebrew Block 8:50-9:50 עברית
Math 9:50-11:00	Math 9:50-11:00	Math 9:50-11:00	Math 9:50-11:00	Math 9:50-11:00
Recess 11:05-11:35	Recess 11:05-11:35	Recess 11:05-11:35	Recess 11:05-11:35	Recess 11:05-11:35
Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05
Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40
Small Group Time 12:40-1:15	Phys. Ed. 12:40-1:30	Phys. Ed. 12:40-1:30	ART 12:40-1:30	ART 12:40-1:30
Writing Block 1:15-1:50	Small Group Time 1:30-2:05	Small Group Time 1:30-2:05	Small Group Time 1:30-2:05	Small Group Time 1:30-2:05
Phys. Ed. 1:50-2:40	Writing Block 2:05-2:40	Writing Block 2:05-2:40	Writing Block 2:05-2:40	Writing Block 2:05-2:40
Flex Time 2:40-3:30	Flex Time 2:40-3:30	Library 2:40-3:30	Flex Time 2:40-3:30	Flex Time 2:40-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## Weekly 1st Grade Schedule - *Kitat Tveria*

<b>Weekly Schedule – <u>Kitat Tveria</u></b>				Mr. Mirer
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30	Breakfast 8:15- 8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Math 8:45-9:50	Math 8:45-9:50	Math 8:45-9:50	Math 8:45-9:50	Math 8:45-9:50
Hebrew Block 9:55-11:05 עברית	Hebrew Block 9:55-11:05 עברית	Hebrew Block 9:55-11:05 עברית	Hebrew Block 9:55-11:05 עברית	Hebrew Block 9:55-11:05 עברית
Recess 11:05-11:35a	Recess 11:05-11:35	Recess 11:05-11:35	Recess 11:05-11:35	Recess 11:05-11:35
Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05	Lunch 11:35-12:05
Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40	Reading Block 12:05-12:40
Phys. Ed. 12:40-1:30	ART 12:40-1:30	Phys. Ed. 12:40-1:30	Small Group Time 12:40-1:15	Phys. Ed. 12:40-1:30
Small Group Time 1:30-2:05	Small Group Time 1:30-2:05	Small Group Time 1:30-2:05	Writing Block 1:15-1:50	Small Group Time 1:30-2:05
Phys. Ed. 1:50-2:40	Writing Block 2:05-2:40	Writing Block 2:05-2:40	ART 1:50-2:40	Writing Block 2:05-2:40
Flex Time 2:40-3:30	Flex Time 2:40-3:30	Flex Time 2:40-3:30	Library 2:40-3:30	Flex Time 2:40-3:30
Dismissal	Dismissal	Dismissal 	Dismissal	Dismissal

## Weekly 2nd Grade Schedule - *Kitat Ashdod*

<b>Weekly Schedule – <u>Kitat Ashdod</u></b>				Ms. <u>Mandelman</u>
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Hebrew Assembly 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Reading Block 8:45-9:20	Reading Block 8:45-9:20	Reading Block 8:45-9:20	Reading Block 8:45-9:20	Reading Block 8:45-9:20
Small Group Time 9:20-9:55	Small Group Time 9:20-9:55	Small Group Time 9:20-9:55	Small Group Time 9:20-10:05	Small Group Time 9:20-9:55
Writing Block 9:55-10:30	ART 10:00-10:50	Phys. Ed. 10:00-10:50	Writing Block 10:05-10:40	Phys. Ed. 10:00-10:50
Phys. Ed 10:35-11:30	Writing Block 10:55-11:30	Writing Block 10:55-11:30	ART 10:45-11:35	Writing Block 10:55-11:30
Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05
Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35
Hebrew Block 12:40-1:40	Hebrew Block 12:40-1:40	Hebrew Block 12:40-1:40	Hebrew Block 12:40-1:40	Hebrew Block 12:40-1:40
Math 1:40-2:55	Math 1:40-2:55	Math 1:40-2:55	Math 1:40-2:55	Math 1:40-2:55
Library 2:55-3:30	Flex Time 2:55-3:30	Flex Time 2:55-3:30	Flex Time 2:55-3:30	Flex Time 2:55-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Weekly 2nd Grade Schedule - *Kitat Holon*

<b>Weekly Schedule – <u>Kitat Holon</u></b>				Ms. Barbour
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Hebrew Assembly 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Reading Block 8:45-9:20	ART 8:50-9:40	Reading Block 8:45-9:20	Reading Block 8:45-9:20	Reading Block 8:45-9:20
Small Group Time 9:20-9:55	Reading Block 9:45-10:20	Small Group Time 9:20-9:55	Small Group Time 9:20-10:05	Small Group Time 9:20-10:05
Writing Block 9:55-10:30	Small Group Time 10:20-10:55	Phys. Ed. 10:00-10:50	ART 9:55-10:45	Writing Block 10:05-10:40
Phys. Ed 10:35-11:30	Writing Block 10:55-11:30	Writing Block 10:55-11:30	Writing Block 10:50-11:30	Phys. Ed. 10:45-11:35
Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05	Recess 11:35-12:05
Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35	Lunch 12:05-12:35
Math 12:35-1:50	Math 12:35-1:50	Math 12:35-1:50	Math 12:35-1:50	Math 12:35-1:50
Hebrew Block 1:55-2:55	Hebrew Block 1:55-2:55	Hebrew Block 1:55-2:55	Hebrew Block 1:55-2:55	Hebrew Block 1:55-2:55
Flex Time 2:55-3:30	Library 2:55-3:30	Flex Time 2:55-3:30	Flex Time 2:55-3:30	Flex Time 2:55-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## Weekly 3rd Grade Schedule - *Kitat Netanya*

Weekly Schedule - <u>Kitat Netanya</u>				Ms. Willis
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Phys. Ed. 8:45-9:35	Reading Block (ELA) 8:45-9:20	Math 8:45-10:00	Phys. Ed. 8:45-9:35	Israeli Music and Dance 8:45-9:35
Math 9:35-10:50	Small Groups (ELA) 9:20-9:55	Reading Block (ELA) 10:00-10:35	Math 9:35-10:50	Math 9:35-10:50
Reading Block (ELA) 10:50-11:25	Math 9:55-11:10	Small Groups (ELA) 10:35-11:10	Reading Block (ELA) 10:50-11:25	Reading Block (ELA) 10:50-11:25
Small Groups (ELA) 11:25-12:00	ART 11:15-12:05	Phys. Ed. 11:15-12:05	Small Groups (ELA) 11:25-12:00	Small Groups (ELA) 11:25-12:00
Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35
Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05
Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10
Library 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55
Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Weekly 4th Grade Schedule - *Kitat Haifa*

Weekly Schedule - <u>Kitat Netanya</u>				Ms. Willis
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Phys. Ed. 8:45-9:35	Reading Block (ELA) 8:45-9:20	Math 8:45-10:00	Phys. Ed. 8:45-9:35	Israeli Music and Dance 8:45-9:35
Math 9:35-10:50	Small Groups (ELA) 9:20-9:55	Reading Block (ELA) 10:00-10:35	Math 9:35-10:50	Math 9:35-10:50
Reading Block (ELA) 10:50-11:25	Math 9:55-11:10	Small Groups (ELA) 10:35-11:10	Reading Block (ELA) 10:50-11:25	Reading Block (ELA) 10:50-11:25
Small Groups (ELA) 11:25-12:00	ART 11:15-12:05	Phys. Ed. 11:15-12:05	Small Groups (ELA) 11:25-12:00	Small Groups (ELA) 11:25-12:00
Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35	Recess 12:05-12:35
Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05	Lunch 12:35 - 1:05
Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10	Hebrew Block עברית 1:10-2:10
Library 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55	Flex Time 2:10-2:55
Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## Weekly 5th Grade Schedule - *Kitat Tzfai*

Weekly Schedule - Kitat Tzfai				Ms. Rosfeld
Monday	Tuesday	Wednesday	Thursday	Friday
Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15	Hebrew Assembly. 8:00-8:15
Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30	Breakfast 8:15-8:30
Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:45
Reading Block (ELA) 8:45-9:20	Reading Block (ELA) 8:45-9:20	Phys. Ed. 8:45-9:35	Reading Block (ELA) 8:45-9:20	Reading Block (ELA) 8:45-9:20
Small Groups (ELA) 9:20-9:55	Small Groups (ELA) 9:20-9:55	Math 9:35-10:50	Small Groups (ELA) 9:20-9:55	Small Groups (ELA) 9:20-9:55
Math 10:00-11:15	Math 10:00-11:15	Reading Block (ELA) 10:50-11:25	Math 10:00-11:15	Math 10:00-11:15
Writing Block (ELA) 11:15-11:45	Hebrew Block 11:20-12:20 עברית	Hebrew Block 11:25-12:25 עברית	Hebrew Block 11:20-12:20 עברית	Hebrew Block 11:20-12:20 עברית
Phys. Ed. 11:45-12:35	Recess 12:25-12:55	Recess 12:25-12:55	Recess 12:25-12:55	Recess 12:25-12:55
Recess 12:35 - 1:05	Lunch 12:55-1:25	Lunch 12:55-1:25	Lunch 12:55-1:25	Lunch 12:55-1:25
Lunch 1:05-1:35	ART 1:30-2:20	Flex Time 1:25-2:20	Flex Time 1:25-2:05	Phys. Ed. 1:30-2:20
Library 2:10-2:55	Library 2:25-2:55	Small Groups (ELA) 2:20-2:55	Writing Block (ELA). 2:05-2:40	Flex Time 2:20-2:55
Hebrew Block עברית 2:25-3:25	Writing Block (ELA) 2:55-3:30	Writing Block (ELA) 2:55-3:30	ART 2:40-3:30	Writing Block (ELA) 2:55-3:30
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# MISSION STATEMENT

Sela Public Charter School offers children of all ethnic and socioeconomic backgrounds, in the District of Columbia, from Pre-K—5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

To accomplish our mission:

- **Academic Excellence** - We offer our students a challenging academic environment that promotes creative thinking, intellectual curiosity, and the love of learning.
- **Building Community** - We build partnerships within our diverse community.
- **Citizenship** - We inspire a collaborative spirit and respect for self, others, and the world as a foundation for good citizenship.

## Our Name

The school's name, Sela, is derived from the Hebrew word for "rock" or "foundation." Sela PCS is founded on a steadfast commitment to ensuring that all students have access to a strong foundational education that ensures high levels of academic achievement of students in a dual-language immersion setting.

## Our Philosophy

Sela PCS is committed to ensuring that all of its students experience the diverse offerings of the District of Columbia while ensuring high quality academic achievement for its students in a dual-language immersion setting. Sela is guided in its innovative language-based program by the following philosophical principles and beliefs:

- We believe that all children, regardless of background, learning abilities and physical capacities can and should contribute to the creation of a positive, supportive learning community for all.
- We believe that all children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from and with each other.
- We believe that it is crucial for all children to have the opportunity to gain fluency in more than one language and culture, and that dual-language learning supports academic achievement and enhanced cognitive skills.
- We believe that in the global world in which our children are growing up, it is crucial to provide them with the skills that they will need to take an active and responsible role in the world.

## **Overarching School Goals**

- Language Immersion - Sela will be a dual language school with a commitment to early literacy and numeracy. Sela will offer children a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages.
- Diversity and Global Citizenship - Sela strives to create a culture of appreciation for diversity and difference that will enrich students through their exposure to cultures and backgrounds different from their own.

# INSTRUCTIONAL PROGRAM

## Hebrew Language Program

Sela PCS is founded on the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.

Research indicates that in order to gain fluency in a language, students need to spend significant time in an environment saturated in the language they are learning. At Sela PCS, students in Prek-3 through kindergarten receive instruction for all subjects in both English and Hebrew in a 50/50 model of language immersion. In first through fifth grade students receive Hebrew instruction based on a foreign language model and receive one hour of language instruction each day outside of the general classroom. Students also participate in cultural events throughout the school year in Hebrew. By immersing students in Hebrew during key times throughout the day, we provide the greatest opportunity for Sela PCS students to graduate bilingual and biliterate.

As a dual-language school committed to immersion, Sela PCS helps students achieve language proficiency in two languages – including reading and oral proficiency - and will set high learning standards for both English Language Arts and Hebrew Language, choosing curricula that will provide its teachers with the instructional resources to successfully develop these skills and abilities in its students.

Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entry point to other Semitic languages. Learning about contemporary Israeli culture, a culture very different from our own, teaches children to be global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS will engage a rigorous and balanced curriculum in both languages.

## The Proficiency Approach

Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in four domains: Reading, Writing, Listening, and Speaking.

### Why Proficiency?

**It allows a flexible curriculum:** The Proficiency Approach promotes the learners' functional abilities along a fixed set of criteria, therefore this approach to language instruction allows each teacher and institution to select the most suitable material and teaching method that will maximize his or her learners' language acquisition process, regardless of the target language.

**It helps articulate learning goals:** By describing the nature of each level of performance in each language skill, the guidelines provide us with the tools to create a path for our learners to move from one stage to the next. The criteria used in the guidelines help language educators create and articulate specific performance goals for their learners of all language skills.

**It supports language acquisition:** The Proficiency Approach is the most efficient framework that allows the acquisition of a learned language in an academic setting in which the contact hours are relatively limited. By adopting the notion of performance as the core principle, the Proficiency Approach focuses on the learners' abilities in the target language by concentrating simply on what the learners know about the language. This approach helps learners internalize the language.

**It creates a learner-centered environment:** Aiming to bring learners to a high level of performance in the target language demands an understanding of who they are as learners. Language educators must know their learners' characteristics and take them into consideration while creating the curriculum. These characteristics include their motivation, appropriate language learning style and learning strategies, level of anxiety, predisposition toward the language, and current level of language acquisition.

**It helps assess learners' performance:** Using the guidelines criteria makes it easier to assess learners' language abilities in all four skills for the purpose of making instructional decisions.

### **Pre-School (PK3), Pre-Kindergarten (PK4), and Kindergarten**

In the pre-kindergarten classrooms, Sela PCS will use a 50/50 immersion model, meaning that the activities taking place in the classroom will take place half in English and in Hebrew. Each early-childhood classroom will be staffed by one teacher and one instructional assistant to implement this model, where one of these staff members will be a Hebrew instructor and the other an English instructor.

The classroom will be organized as both a Hebrew and English environment, with the content and activities in the classroom focused on helping children acquire vocabulary and proficiency in both languages to prepare them for kindergarten. Skills and content instruction are conducted in both languages to ensure that students develop a grade-level appropriate proficiency in English and a progressively higher proficiency level in Hebrew.

### **Grade 1 through Grade 5:**

Beginning in first grade and throughout the students' time at Sela PCS, they will study both Hebrew and English. Instruction will be taught in that language, meaning that English Language Arts will be taught in English class, and the Hebrew Language in Hebrew class. Other content areas, such as math, social studies, and science will be taught in English. Hebrew will be incorporated into other content areas as much as possible. Our goal for the next few years of planning is to move into a more fully immersive model in grades K-5 in which content areas beyond Hebrew are taught in both languages.

## **Pre-K Program**

### **Creative Curriculum**

Teaching Strategies' educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of Teaching Strategies' programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

### **English Language Arts Program**

We use a balanced literacy model, which includes the *Reading Workshop* model and the *Foundations Phonics program*. Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. The components of the reading workshop model include the following: Read alouds, mini-lessons, independent reading, guided reading, guided writing, and sharing.

Foundations is a systematic approach offering repetition and feedback to students. The program is multi-sensory, hands-on, and motivating to the students. The Foundations program supports students development in the following dimensions: phonemic awareness, phonics/word study, reading fluency, comprehension strategies, letter formation, spelling.

### **Eureka Math**

The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

It's not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a "story," *Eureka Math* builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

## Kindergarten through 5th Grade

During the majority of instructional time students and teachers work in small groups. This allows teachers to differentiate instruction to meet students' needs. Teachers plan projects and activities that connect learning to the real world.

### **English Language Arts Program: ReadyGEN®**

ReadyGEN is a balanced literacy program developed by Pearson Publishing for grades K-6. It is an integrated and well-balanced approach to reading and writing instruction that relies on authentic texts with modelling and teacher-directed activities to drive learning and motivate young readers. Students read authentic literacy and informational texts, and instruction is focused on reading, writing, speaking and listening in response to authentic texts. ReadyGEN is a research-based program, which means that students have shown demonstrable growth using this course of study.

Students read from 12 authentic texts at every grade. These texts are carefully selected to reinforce unit themes and are focused on building content knowledge. Unlike other core reading programs, ReadyGEN utilizes full-length, authentic literature, not a basal anthology.

### **Eureka Math**

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- Communicate mathematics content and pedagogy to teachers
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It's not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a "story," *Eureka Math* builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

### **Social Studies**

Students don't just read textbooks and answer questions. They discover information for themselves. They feel the emotions of historical figures. They reason through problems. They debate complex issues. Students interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing. Giving students a variety of ways to experience content helps them better retain and recall key information. Most importantly, when students are engaged, they love learning.

Social studies is an opportunity for students to learn about Israeli culture and other



civilizations around the world. Students make connections between their life and life around the world. Social studies is also an opportunity to embark in project based learning. Studies learn about history, civilizations, government, and other topics through research, guest speakers, and field trips. Students demonstrate their learning by developing skits, 3-D models, presentations, and other means of expression.

### **Science**

Sela provides all students with science experiences that are appropriate to their cognitive stages of development. Each science unit serves as a foundation for more advanced learning which will prepare them for life in an increasingly complex scientific and technological world.

### **Enrichment**

Physical Education - Physical Education is an integral part of a well rounded educational program. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. The curriculum is based on the standards developed by D.C.P.S. standards in P.E.

Arts Education – Students will demonstrate an understanding of the arts in relation to history and culture. They will make connections between visual arts and other disciplines. In Pre-K3 and Pre-K4 art will be integrated into the curriculum. For grades K-5, art will be a separate class that students will have two times per week in 50 minute blocks of time.

Music and Dance - Grades K-4 will receive a 50 minute block per week of Music and Dance. In this class, students will be exposed to Israeli Music and traditional Israeli dancing. Students will be instructed in basic techniques with different types of instruments. In the upper elementary grades (3rd-5th) students will be exposed to basic music theory as well.

## **Homework Policy: K – Grade 5:**

### **Purpose/Philosophy of Homework**

- Reinforce and review skills taught (ensures mastery)
- Apply skills
- Develop personal responsibility
- Integrate cross-curricular concepts (long term projects)
- Prepare students for assessments
- Experience reading for personal enrichment (book logs, book reports)
- Create a home-school connection with families

### **Expectations**

Homework is assigned Monday through Friday; homework is not assigned over the weekend. Expectations represent the maximum amount that a student may receive on any given night.

- Kindergarten – 10 minutes of math practice and 20 minutes of reading
- Grade 1 – 10 minutes of math practice and 20 minutes of independent reading
- Grade 2 – 15 minutes of math practice and 20 minutes of independent reading
- Grade 3 – 15 minutes of math practice and 30 minutes of independent reading
- Grade 4 – 20 minutes of math practice and 30 minutes of independent reading
- Grade 5 - 20 minutes of math practice and 30 minutes of independent reading

## **Content**

- Review skills recently taught as well as previous units
- Reading and math as well as science and social studies projects, when assigned
- Daily homework as well as longer-term projects

## **Grading**

- Parent signature will be required on a homework sheet, planner, etc. each week
- Homework acknowledged by teacher with check marks, stickers, or rubric
- Parent is contacted if there is a pattern of missed or incomplete homework

## **Role of the Student, Teacher, Family**

Student:	Attempts all homework, completes and does his/her best on assignments Returns assignments on time Is aware of assignments, understands requirements, including the format Asks questions of teacher, parent, or study buddy
Parent:	Supports the policy of the classroom teacher Provides a quiet place with desk, chair, supplies, good lighting Provides direction and assistance as needed Communicates concerns regarding homework to teacher
Teacher:	Ensures assignments are relevant and directions have been provided Provides families with resources in order to learn more about the curriculum Explains and follows homework routines with students

# **SCHOOL PROCEDURES**

## **Arrival**

We open our doors for children (not in Before Care) at 8:00 am for Hebrew Assembly (grades K-5) and breakfast in classrooms (PreK). Instruction starts promptly at 8:30a.m. All students in grades K-5 must be present at this time. Students that arrive after 8:30 am are considered tardy.

Sela operated a Kiss-and-Ride in the alleyway behind the school between First Street NE and Chillum Place NE. This Kiss-and-Ride is staffed during arrival time from 8:00-8:30 for families' convenience.

Tardy students must enter through the front door and sign in.

- We offer a "kiss and ride" service for all students. All students who participate in "kiss and ride" will enter through the entrance in the alley, and they will be greeted and escorted into their classrooms by Sela faculty.
- Parents are welcome to enter the school building through the front entrance with their child to escort them to their classroom .
- If you would like to drop your child off, please park and enter the building with your child through the front entrance.
- In consideration of our neighbors, please do not double park, park illegally, or leave your vehicle during drop-off.

- Staff will be outside, each day, to assist with student arrival and traffic.

## **Dismissal**

Students are dismissed every day at 3:30 pm (12:15 pm on half days).

- Students in Pre-K3 and Pre-K4 should be picked up from their classrooms. Parents/guardians will need to sign out their children with their teachers.
- Students in Grades K-5 should be picked up from the gym (parents can enter the school building through the side entrance near the playground) on First Place, NE. Students will be monitored at all times during dismissal by Sela faculty.
- Teachers will attempt to contact families if they are not made aware of delays in picking up students. Students not picked up by 4:00 pm will be placed with our Extended Learning Program. Families will be notified by a teacher, and there will be a \$20 drop-in fee. Parents must then enter the building to sign-out their child from our Extended Learning Program.
- Students attending the Extended Learning Program will be escorted to the gym for dismissal at 5:55 pm by Extended Learning staff members.
- Early pick-up/dismissal can occur anytime before 3:15 pm. If you arrive at 3:15 or later, we kindly ask that you wait until dismissal at 3:30 so as not to impede our regular dismissal.

## **Extended Learning Program:**

Sela PCS offers a before and after school programming for ALL families.

- Before Care starts daily at 7:00 a.m. Parents can drop their children off any time after 7:00 a.m. **Please do not** drop your child off prior to this time. There will not be appropriate staff to monitor students and a fee of \$20 will be assessed (as well as a fee of \$1 per minute for each minute after 6:10 pm).
- Our Extended Learning Program starts at 3:30 p.m.
- Our Extended Learning Program ends at 6:00 p.m. Please make sure all students are picked up in a timely manner as our staff hours end at 6:00 p.m.
- While we will try to accommodate all families wishing to take part in Extended Learning, Sela PCS does not guarantee a seat, and reserves the right to remove any student from the program for severe behavioral issues and/or general non-compliance.
- The students in the Extended Learning Program are allowed an appropriate time to begin and/or complete homework assignments, participate in social and recreational activities, and receive a nutritious snack.
- Students who are part of Extended Learning must attend school to participate.

## **Inclement Weather Policy:**

**In most circumstances related to weather delays and closings, Sela PCS will follow the determination made by DC Public Schools:**

- When DCPS is closed, Sela PCS is closed.
- When DCPS has a 1-hour delay, Sela PCS will begin at 9:15 a.m. with NO BEFORE CARE PROGRAM.
- When DCPS has a 2-hour delay, Sela PCS will begin at 10:15 a.m. with NO BEFORE CARE PROGRAM.
- On all delayed opening days, school doors will open at 9:15 a.m.
- When Sela PCS is closed, all school activities are cancelled. Our primary concern is the safety of our students and staff.

School closings and delays will be posted on Sela's website at <http://www.selapcs.org/#!delays/c1j00> as well as on Sela's social media pages (Facebook and Instagram) and with local news channels.

## **Visitor Policy**

Parents/legal guardians are always welcome to visit Sela PCS.

- Sela administration holds an 'Open Door' policy for families.
- All visitors must enter through the front of the building at 6015 Chillum Place.
- All visitors to the school are required to report to the front desk to sign-in.
- The school has the right to ask for identification from any visitor. Any suspicious individuals seen on school property should be reported to the front office immediately.
- Families are always welcome to visit their child's classroom. We encourage parents to give teachers at least 24-hours notice prior to the visit.
- Before and after school conferences may be scheduled throughout the year by making an appointment with your child's teacher.
- Teachers will not be available for conferences during entry and dismissal times.
- Sela must abide by any legal documents that restrict individuals in interacting with or being near others, without exceptions.

## **Early Pick-up**

- Parents must enter the building and sign-in the main office for early pick-up of their child.
- Parents must sign their student in the early pick-up log located at the front desk.
- Early pick-up cannot occur after 3:15 pm.
- If someone other than a designated family members or guardians is picking up a child, he or she must be on the child's emergency contact list and will have to present an I.D. upon arrival. Sela will not allow someone who is not on the emergency contact list to take a child using a written note or a phone call. If this is an emergency situation, Sela will call the primary contact listed for the student for verification. The primary contact will be required to email or fax us the name of the person who

will be picking up your child with their signature. This policy is crucial for student safety, and there are no exceptions to be made.

## **Birthdays**

Birthdays are very important in the lives of our children and families. For a child, one year is a significant amount of time relative to their life.

In our PreK classrooms, birthdays will be celebrated at the end of the day following an Israeli tradition of (safely) repeatedly lifting the birthday child on a chair once for each number of years of the child's age, plus one additional time to represent the next year.

Families are invited to join in the birthday celebration by coming to class to sing songs, or reading a special book to the class.

For children in Kindergarten and above, students will celebrate birthdays as a community during Hebrew Morning Assembly.

For students wishing to bring something to share with their class, they may share it during the end of the day. Keep in mind that healthy eating habits are strongly encouraged at Sela. Based on this, cake, cupcakes, or other sweets should **not** be brought to school, but healthy snacks are definitely welcome. Sela recommends that families bring in other items to celebrate birthdays, such as stickers, pencils, etc.

Prior to a child's birthday, families should check-in with the child's teacher for details of when the celebration will take place. If families do not want their child to participate in the birthday celebration, they should notify their child's teacher prior to their birthday. Private birthday party invitations should not be distributed during the school day to individual children. Sela asks that families distribute invitations by email or after school hours to assist us in promoting an environment that is inclusive and welcoming to all.

## **Snacks**

Teachers may ask families to provide their children with a healthy snack daily. Snacks should be **nut-free** and healthy. Teachers and front desk staff notified by families immediately if a child has any dietary restrictions and/or allergies. **SELA IS A NUT-FREE SCHOOL** due to the number of our students who are allergic to nuts. Please make sure any and all allergies are noted in your child's file.

## **Personal Belongings**

All students' personal items should be labeled. Sela is not responsible for the loss or damage to personal items. We will have a lost and found located behind the front lobby, every Friday. All unclaimed items will be donated at the end of each month. Please check with the Office & Enrollment Manager if your child has lost an item.

- Electronic devices; tablets, cell phones, iPods, kindles, etc. will be confiscated if they are seen in school. Please review our cell telephone policy. We cannot be responsible for the loss of these items. All confiscated items will be returned to the parent.
- Toys are not allowed to be brought to school unless approved by the classroom

teacher. PreK students may bring in a comfort item for rest time that must remain in their cubbies at all other times.

**Cellular Telephone Policy:**

Parent/Guardian must notify the school if they are sending their child to school with a cell phone. Cell phones must be off while in the school buildings and on school trips. Cell phones should be stored in their book bags. Sela will not be responsible for damaged, lost or stolen cell phones.

**Internet Policy:**

All families of students in grades K-5 must sign the Internet User Policy. Students will be supervised while using the Internet. Use of the Internet is for education purposes only. The following are unacceptable behaviors when using school technology and will be subject to disciplinary action:

- Willful damaging of computers
- Using obscene language
- Sending, displaying, or downloading offensive messages or pictures
- Using the internet for the purpose of plagiarism
- Visiting sites that are not authorized by the teacher

**Dress Code:**

Sela's uniform policy is designed to give students a sense of community. Students are encouraged to wear the school uniform daily in order to participate in actively promoting a school culture of pride. The uniform consists of a navy blue polo shirt with khaki bottoms. The shirts are not required to have the Sela logo. A separate gym uniform is not required this school year. However, please maintain a change of clothing for your child (just in case your child has an accident). Students should wear clothing that they can independently remove and put back on when using the restroom. We strongly encourage students to wear their uniforms on field trip days. Children should not wear open-toed shoes or excessive jewelry.

**Field Trips:**

We attempt to provide students with multiple field trips per year as an extension of student learning. Sela field trips are planned by administration, often with input of teachers. Some trips are related to academic content, while others provide an experience that will enhance community. Often, we ask that parent-volunteers attend field trips, however, there may be ticket or transportation limitations that restrict parent participation.

Prior to each trip, teachers will send permission slips, including destination, focus of trip, travel arrangements, appropriate dress (uniforms unless noted), information about meals and information regarding any associated costs. Transportation to field trip locations include buses from Sela's campus and may include public transportation for students in 4th or 5th grade.

Students are expected to exhibit their best behavior during field trips. Students who

present a safety concern for themselves or others may not be able to attend field trips unless accompanied by a parent or guardian.

### **Emergency and Non-Emergency Medical Policy:**

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, or scabies. Students with any of these conditions will be sent home from school until they are no longer contagious.

In addition to contagious diseases, for the health of our staff and students, we ask that you keep your child at home and/or visit a doctor if:

- Fever of 100.4 degrees or higher
- Wheezing or shortness of breath
- Hard cough
- Constant runny nose with yellow or green mucus
- Lethargy
- Diarrhea
- Vomiting
- Red or runny eyes
- Sore throat/swollen glands
- Undiagnosed rashes
- Persistent itching
- Uncovered sores

A doctor's note is required for students who are absent for 3 consecutive days due to illness. We are happy to provide check-ins for students who attend school that have been fever-free for 24 hours, have a sporadic cough, and/or have a runny nose.

Sela PCS follows the guidelines of the American Pediatric Association for children with lice in school. Current recommendations do not recommend children be prohibited from school for lice; instead if your child has lice, s/he can finish the school day, be treated, and return to school. Please consult your child's pediatrician regarding the most effective treatments for lice removal.

### **ADMINISTRATION OF MEDICATION POLICY**

Students are not permitted to be in possession of over-the-counter (OTC) medications (ibuprofen, acetaminophen, etc.) or prescription medication in school. There are staff members at Sela who are certified to issue medication, and/or have been trained in CPR/AED/First Aid.

We encourage medications to be scheduled during non-school hours. If medication is needed while in school, the following requirements must be met on the first day that student is to receive medication:

- No medication will be administered without the parent/guardian/responsible person's signed consent and the physician/nurse practitioner's written medication



plan authorization order. This will be kept on file in the student's health record. The parent/guardian/responsible person is responsible for obtaining the required information from the physician/nurse practitioner.

- A separate consent form and medication plan authorization order must be completed for each medication a student is to receive at school.
- The medication container must be labeled by the pharmacist. The label must include:
  - Name of Student
  - Name of Medication
  - Date
  - Dosage
  - Frequency
  - Time of administration
  - Directions for administration
- Medication plans must be renewed annually or sooner if a medication plan changes.
- The parent/guardian/responsible person is responsible for submitting to the school notification of any change in dosage or time of administration, in writing, from the physician/nurse practitioner.

Parents/guardians of students with serious health problems (heart trouble, seizures, etc.) should notify the Head of School and classroom teacher of such conditions. Information about food allergies must be shared with the Head of School and classroom teacher. This information will be kept on file in the classroom and the office.

## **ATTENDANCE AND TRUANCY**

Daily attendance is critical for students to achieve academic success and social growth. It is important that students are present and on time every day of school. The Compulsory Attendance Law of the District of Columbia require children from age 5 to 18 to attend school regularly.

If your child is in Pre-Kindergarten, it is important to understand that enrolling your child at Sela PCS means that you have enrolled your child in an educational program, and Sela encourages families to establish attendance habits during a child's first years of school.

All K-5 students must be present for 80% of the school day to be considered "present" for attendance purposes under DC regulations. Students who are unexcused for any 1 hour 25 minute portion of the day will be marked absent for the day.

### **Documenting an Excused Absence**

Upon returning to school after an absence, please provide the front desk with documentation including the student's name, date(s) of absence and reason for absence within five (5) days from the final school day missed, and should include any relevant

documentation.

***An original doctor's excuse is required for medical appointments scheduled during the school day and for absences due to illness totaling three (3) or more consecutive days.***

If no documentation is submitted, the absence will be considered unexcused.

Reporting the absence does not automatically excuse the absence; excuse notes are subject to monitoring and verification. Sela will accept five (5) handwritten notes to excuse absences for the following:

- Death in the family or significant family emergency
- Illness (a doctor's excuse is required for 3 or more consecutive days missed)
- Observance of a religious holiday
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student
- Absences to allow students of military to visit with their parent or legal guardian immediately before, during, and after deployment, as appropriate

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. Students who miss class to receive related services documented on their Individualized Education Programs (IEPs) or 504 plans are considered present.

### **Unexcused Absences**

Unexcused absences are when students are absent from school without a valid excuse, with or without parental approval. Examples of unexcused absences include:

- Oversleeping
- Babysitting
- Errands,
- Transportation issues

### **Truancy**

Sela is required by the Office of the State Superintendent (OSSE) to contact the DC Child and Family Services Agency when minor students (age 5-13) within 2 business days after the accrual of 10 unexcused absences within a school year.

In order to support families, the following steps will be take to inform parents of a child's attendance status and to provide assistance with interventions:

### **Breakfast Procedures:**

PreK 3 and PreK 4 breakfast is served every day from 8:00 a.m. until 8:30 a.m.

Kindergarten through fifth grade breakfast is served every morning in the classroom after our morning assembly from 8:15 a.m. until 8:30 a.m.

### **Lunch Procedures:**

Classroom teachers and students eat lunch at the same time. Adult supervision is available to assist with all lunch procedures and needs. All students have been assigned a daily lunch

and recess period by grade. Parents may not provide the class or a select number of students with food such as pizza, fast food, etc. at lunch or on a field trip due to the Healthy Schools Act.

Students may purchase a lunch each day for \$3.34.

Packed lunches should contain items that the student can easily open and include all necessary napkins and utensils. We will not have microwaves available for students to heat lunch items.

### **Free and Reduced Meal Lunch Application:**

Each year the federal government requests that all parents complete a Lunch Application Form. These forms help the school identify which students receive a reduced price or free lunch as well as allocate funds to school. ***It is important for all families to complete this form regardless of income level.***

## **HOME AND SCHOOL CONNECTION**

At Sela, we value our families. Open communication among teachers, administrators and parents are vital to the successful education of our children. There are several ways we will maintain open communication:

- Use of email, we will respond to all parents' emails
- Teachers will use email as a communication tool to keep parents informed
- Sela PCS website; [www.selapcs.org](http://www.selapcs.org)
- Facebook
- Instagram
- Class websites
- Parent-Teacher Conferences throughout the year
- Newsletters to our families
- Journal writing for our Pre-K families. Families and teachers will communicate daily via the students' journals.
- Monthly events
- Open houses
- Parent, Teacher, School Association (PTSA)
- Scheduled meetings with teachers
- Teacher team conferencing

### **Hebrew Morning Assembly:**

Each morning, students in grades K-5 gather to participate in a Hebrew Morning Assembly. In the Hebrew language, our students sing songs, review the weather, engage in a movement activity, say the Pledge of Allegiance (in English), the Sela pledge, etc.

### **Progress Reports and Checkpoints (PreK 3 & PreK 4 )**

- November 1, 2019- Beginning of the year progress report
- December 19, 2019- TS GOLD Checkpoint #1
- March 19, 2020- TS GOLD Checkpoint #2

- March 27, 2020- Midyear progress report
- May 29, 2020- End of the year progress report
- June 11, 2020- TS GOLD Checkpoint #3

### **Progress and Report Cards (Grades K-5th):**

- October 4, 2019 – 1<sup>st</sup> quarter progress report
- November 26, 2019 – 2<sup>nd</sup> quarter progress report
- February 21, 2020 – 3<sup>rd</sup> quarter progress report
- May 15, 2020 – 4<sup>th</sup> quarter progress report
- November 1, 2020 – 1<sup>st</sup> quarter report card
- January 10, 2020 – 2<sup>nd</sup> quarter report card
- March 27, 2020 – 3<sup>rd</sup> quarter report card
- June 19, 2020 – 4<sup>th</sup> quarter report card

### **Celebrations and Rewards:**

Our school emphasizes good character and good manners and believes students deserve recognition for exhibiting this behavior. We are proud to recognize our students through a variety of activities that take place daily, weekly, and monthly. Some examples include:

### **Recognition Communication:**

Teachers are encouraged to write notes to students highlighting a noticed positive behavior. Notes are shared with the Head of School, family, and the school community to highlight those students who were “caught being good” and exemplify positive behaviors. These notes can be given to a student by any teacher who sees notable behavior.

### **Awards:**

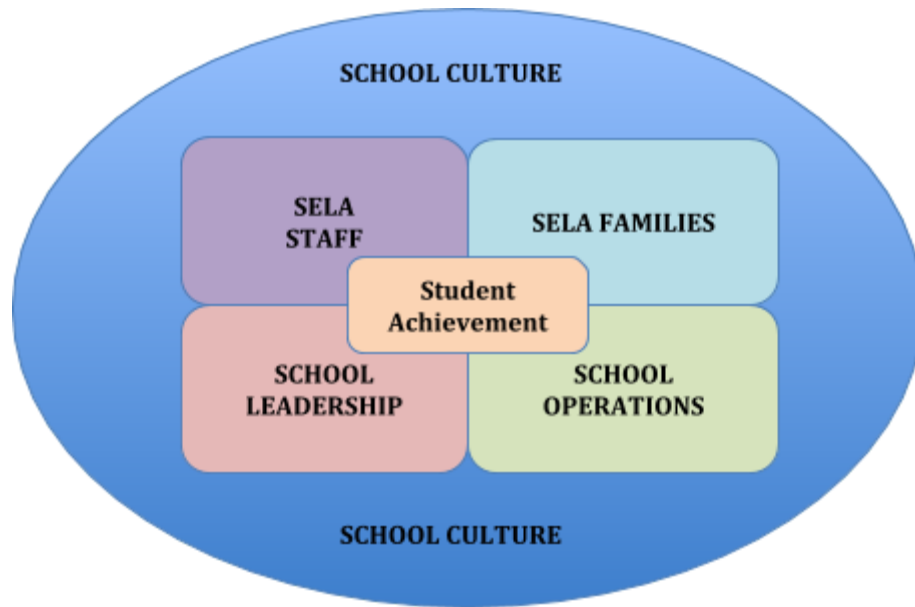
Sela PCS appreciates and acknowledges the hard work put forth from our students on a daily basis. Therefore, we feel that it's equally important to celebrate the achievements of our students in a variety of ways. Some examples of awarding Sela scholars will be in the form of classroom celebrations and an end of the year awards ceremony. The students will be recognized based on how closely their efforts and accomplishments align to the Sela PCS mission and vision.

## **SELA'S SCHOOL CULTURE**

School culture is defined as the quality and character of school life as experienced by students and staff. School culture provides guidelines from which all teaching and learning takes place and provides guidance to all stakeholders in our endeavor to positively impact student achievement.

At Sela, school culture is purposefully designed to promote student achievement. Our school culture focuses on developing a caring and supportive school community. We emphasize character, respect, effort, and participation for students, teachers, staff, and families. As illustrated in the graphic below, each of us plays an integral part in developing,

sustaining, and transmitting a positive school culture for the purpose of nurturing student achievement.



### School Culture and Discipline

Sela PCS is committed to creating and maintaining a positive school culture, in which each student has the opportunity to develop socially and succeed academically. To achieve these ends, we explicitly state age-appropriate expectations for student behavior and implement rules, policies, and procedures to help students contribute positively to our school community.

Our policies are designed to allow students to make positive choices, while providing staff with the resources to create a learning environment that is conducive to rigorous academic learning and social-emotional growth.

### Sela's 5 Pillars

The foundations of Sela's school culture are rooted in our 5 Pillars, which represent characteristics fundamental to achieving our mission.

- **Innovative-** Sela PCS is the first Hebrew Language Immersion Public Charter School in the District of Columbia. Sela PCS has an innovative learning culture and will continue to innovate as it grows
- **Diverse-** The students, teachers, Board of Directors and administration of Sela PCS will reflect the diversity of the city.
- **Excellence-** We strive for excellence in everything we do from recruitment of teachers to our students' academic achievement.
- **Global-** The combination of foreign language acquisition and 21st century skills will enrich our students and prepare them to be truly global citizens.
- **Trustworthy-** Parents and students can count on Sela PCS to fulfill its obligation to bring them a first-class education in a safe, nurturing environment where we will cultivate a life-long love of learning in our students.

The 5 Pillars guide our expectations for student, staff and family behavior, outlined in our Code of Civility.

### **Code of Civility**

The Code of Civility is designed to guide the efforts in creating a safe, healthy, and orderly environment. Sela students, parents, and staff are expected to adhere to the Code of Civility during the school day, school events, and while off-campus during school-sponsored events. We ask that Sela parents, students, and staff make a commitment to adhering to the following expectations:

1. Safety for students, staff and parents is paramount. Acts of verbal aggression, intimidation, and violence are prohibited.
2. Respectful interactions between all community members: teachers, students, and parents are expected. These interactions should reflect the cultural awareness and respect for diversity that we try to instill in our students through the teaching of Israeli culture.
3. Sela property and materials should be treated with care.
4. Potentially dangerous items such as matches/lighters, and weapons of any sort, are not permitted at school.
5. Use or possession of alcohol and/or illegal drugs on school property is prohibited.

### **School Rules**

Our school rules were created to help students express ways in which students can achieve the goals outlined in the 5 pillars.

- **Innovative** through open-mindedness
- **Diverset** through inclusivity
- **Excellence** through effort
- **Global** through respect and empathy
- **Trustworthy** through honesty and accountability

### **Positive Behavioral Interventions and Supports (PBIS)**

To help students make appropriate choices regarding personal conduct and meet behavioral expectations, we follow have implemented a tiered PBIS structure consisting of a variety of school-wide practices and levels of intervention designed to proactively model and teach appropriate behavior.

#### **Tier I Supports – Proactive Strategies for All Students**

- **Responsive Classroom**
  - Morning Meeting
  - Rules & Logical Consequences
  - Guided Discovery (modeling responsible use of materials)
  - Academic Choice
  - Classroom Organization
- **Second Step**

- Age-Appropriate Social-Emotional Learning Curriculum

- **Restorative Justice**
  - Community Circles (age-appropriate)
- **Classroom Incentives**
  - Varied by class and teacher

## **Social Emotional Learning (SEL)**

Social Emotional Learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage their emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At Sela, teachers will use the Second Step curriculum, which is designed to increase student success and decrease behavioral concerns by promoting social-emotional competence and self-regulation. Lessons in the Second Step program are age appropriate and sequential, covering four main topics: skills for learning, empathy, emotion management, and problem solving.

Weekly topics will be introduced during morning meeting every Monday, with reinforcing lessons and activities completed throughout the week. Each Friday, a “home link” will be sent home, which allows parents to participate in reinforcing lessons taught during the week.

## **Disciplinary Response to Student Behavior**

The school’s Discipline Policy is designed to address conduct that causes disruption to the learning environment or interfere with the rights of others. The following are details regarding when the policy applies, disciplinary action that may be taken for violating the policy, a list of infractions, and other school policies that parents must review with their children. A student’s age and development is considered in all infractions and consequences.

### ***Tier 1***

Tier 1 behaviors are those behaviors that are defiant and cause minor disruptions to the academic environment. Tier 1 behaviors result in classroom-level disciplinary responses. Tier 1 behaviors may be elevated or to a higher tier depending on the severity and frequency of occurrences.

<b>Behavior</b>	<b>In-Class Consequence(s)</b>	<b>Out of Class Consequence(s)</b>
1.1 Deliberate classroom disruption	Verbal redirection	Temporary removal from class
1.2 Excessive noise in the hallway, or cafeteria	Loss of classroom privilege	Lunch detention
1.3 Tardy to class	Seating change	Parent contact/conference
1.4 Uniform policy violation	Behavior reflection	Mediation
1.5 Throwing objects in class	Restorative justice circle	Community restitution
	Classroom beautification	Behavior contract
		School beautification
		Recess reduction
		Loss of after-care privilege
		Student support team referral



1.6 Running in the classroom, hallway or school building	Teacher/Student conference Teacher/Student behavior contract	
1.7 Misuse of school computer, Ipads, or classroom materials	Parent phone call/text  Teacher/Parent conference	
1.8 Repeated violation of classroom rules	Parent/Guardian shadowing	
1.9 Defying a reasonable teacher request		
1.10 Any behavior or other conduct not listed in any other tier, that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others		

## ***Tier 2***

Tier 2 behaviors are those behaviors that cause more than minor disruption to the academic environment, involve damage to school property, or may cause minor harm to self and/or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

<b>Behavior</b>	<b>In-Class Consequence(s)</b>	<b>Out of Class Consequence(s)</b>
2.1 General noncompliance with classroom/school rules or teacher/staff instructions	Verbal redirection  Loss of classroom privilege	Temporary removal from class Lunch detention Parent contact/conference Mediation Community restitution Behavior contract School beautification Recess reduction Loss of after-care privilege Student support team referral
2.2 Disrespectful comments toward teachers/staff	Seating change	
2.3 Directing profanity or obscene/offensive gestures toward peers	Behavior reflection  Restorative justice circle	
2.4 Inappropriate or disruptive physical contact between students (Pushing, slapping/hitting, wrestling and etc.).	Classroom beautification  Teacher/Student conference Teacher/Student behavior contract	

2.5 Making verbal threats towards peers	Parent phone call/text  Teacher/Parent conference  Parent/Guardian shadowing	
2.6 Inappropriate or disruptive verbal comments directed toward other students (making fun of other students)		
2.7 Throwing food or intentionally starting/participating in a food fight		
2.8 Throwing objects that may cause injury or damage property		
2.9 Skipping Class		
2.10 Leaving class without permission		
2.11 Vandalism – deliberate destruction or damage to property under \$50		
2.12 Unauthorized cell phone use		
2.13 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others		
2.14 Documented pattern of persistent Tier 1 behaviors		

### ***Tier 3***

Tier 3 behaviors are those behaviors that cause significant disruption to the academic environment, school operation, or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either suspension or expulsion.

<b>Behavior</b>	<b>In-Class Consequence(s)</b>	<b>Out of Class Consequence(s)</b>
3.1 Academic Dishonesty: Cheating, plagiarism or claiming a peer's assignment as your own	Verbal redirection Seating change Grade reduction (academic dishonesty only)	Temporary removal from class Lunch detention Parent contact/conference

3.2 Communicating slurs/derogatory comments based on race, religion, sex, age, disability, sexual orientation, gender identification	Loss of classroom privilege	Mediation
3.4 Verbal threat of physical harm against staff	Behavior reflection	Community restitution
3.5 Fighting/assault where there is no injury or weapon	Restorative justice circle	Behavior Interventions (tracked for effectiveness)
3.7 Leaving the school building without permission	Classroom beautification	Behavior contract
3.8 Physical aggression not resulting in contact (trashing classroom, loss of emotional control)	Teacher/Student conference	School beautification
3.9 Causing disruption on school property or at any Sela sponsored/supervised activity	Teacher/Student behavior contract	Recess reduction
3.10 Gambling	Parent phone call/text	Loss of after-care privilege
3.11 Stealing	Teacher/Parent conference	Student support team referral
3.12 Vandalism – deliberate destruction or damage to property over \$50	Parent/Guardian shadowing	Off-site short-term suspension (up to 5 days)
3.14 Possession/distribution of obscene material		Police Referral
3.15 Giving misleading information to school staff		Expulsion
3.16 Refusing to comply with issued consequences		
3.17 Documented pattern of persistent Tier 2 behaviors		
3.18 In violation of a behavior contract		

3.19 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others		
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### ***Tier 4***

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to school operation, or cause substantial harm to self or others. In addition to lesser consequences, Tier 4 behaviors may result in either suspension or expulsion.

<b>Behavior</b>	<b>In-Class Consequence(s)</b>	<b>Out of Class Consequence(s)</b>
4.1 Bullying/Cyberbullying – severe, pervasive and persistent physical or verbal contact that interferes with a student’s physical/mental health, academic performance, or ability to participate in school activities	Immediate referral to administration	Removal from class Lunch detention Parent contact/conference Mediation Community restitution Behavior Interventions (tracked for effectiveness) Behavior contract School beautification Recess reduction Student support team referral Off-site short-term suspension (up to 5 days) Expulsion Police Referral
4.2 Using/sharing cellphones, computers or other electronic devices to view/display inappropriate videos/photos		
4.3 Activating a false alarm or placing a false call to 911		
4.4 Possession of a weapon		
4.5 Possession of fireworks or explosives		
4.6 Arson or bomb threat		
4.7 Fighting which results in injury		
4.8 Planning or participating in a group fight that results in injury		
4.9 Inciting others to violence or disruption		

4.10 Engaging in sexual acts on school premises or at school-related functions (including sexual harassment)		
4.11 Lewd or indecent public behavior or sexual misconduct		
4.12 Retaliation for reporting sexual assault/harassment or bullying/cyberbullying		
4.13 Acts of exceptional misconduct at other schools		
4.14 Interfering with school authorities		
4.15 Tampering with or altering an official record/school document		
4.16 Assault with a weapon		
4.17 Attack/assault on a student or staff		
4.18 Using an article that is not normally considered a weapon to intentionally intimidate or threaten another individual		
4.19 Using an article that is not normally considered a weapon to intentionally injury another individual		
4.20 Any behavior/conduct that is not listed in any other tier that is illegal causes significant disruption to school operation or causes substantial harm to self/others		
4.21 Physically assaulting a staff member		
4.22 Documented pattern Tier 1, 2 and 3 behaviors		

- ***Multiple offenses in Tiers 1, and 2 may result in higher tier consequences.***
- ***Repeated Tier 1 offenses will be documented and referred to administration***
- ***All Tier 2 -4 offenses will be documented and referred to administration***
- ***Recess reduction not to exceed 20 minutes of allotted 30 minute recess time***

## Restorative Practices

Restorative Practices approach discipline in a way that emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability. The implementation of restorative practices at Sela is designed to strengthen community in our school by acknowledging that relationships are affected by both misbehavior and primarily punitive consequences.

This program will incorporate behavior supports that will help students understand how misbehavior impacts themselves as individuals, and the larger school community. Students will be provided opportunities to acknowledge, take account and remedy misbehavior, by working with peers, teachers and administrators to repair relationships that have been damaged through their actions. Through this program, we hope to continue promoting a positive school culture for all individuals in our school community.

A prominent feature of Restorative Justice at Sela is circle discussions. Circle discussions will be held weekly during morning meetings and can include a number of focuses. Circles may be:

- Discussions related to the Second Step topic covered during the week.
- An opportunity to discuss issues from that week of class
- Team-building activities

Implementing restorative practices allows students to practice skills learned in Second Step lessons and strengthen social connections among all in our community.

## **Response to Code of Conduct Violations**

Students who commit repeated violations of the Code of Conduct or a major violation of the Code of Conduct may receive individualized, targeted interventions designed to help reduce the occurrence of misconduct. Each violation of the Code of Conduct is evaluated on a case-by-case basis. Interventions are tailored to meet the needs of the child and address the severity of the behavior.

When a student doesn't respond to implemented behavioral interventions, teachers may submit a referral to our Student Support Team. The Student Support Team evaluates the previously implemented interventions, identifies additional interventions and makes recommendations for functional behavior assessments and special education testing.

## **Suspensions**

Suspension is a consequence that temporarily removes students from the school atmosphere due to behavior that violates the school's code of conduct. At Sela, suspension is not a preferred consequence, and will only be considered if the student's behavior results in injury to other students, school staff, or if the behavior significantly jeopardizes the safety of the students. Before any student is suspended, their age and mental state at the time of the behavior will be taken into consideration. However, below are behaviors that can result in suspension:

- Fighting that results in injury
- Attack of school staff or students that causes injury
- Possession of alcohol, cigarettes, illegal substances including but not limited to marijuana
- Possession of weapons
- Repeated threats of bodily injury that causes emotional distress
- Repeated verbal attacks that cause emotional distress

Out-of-School Suspension involves separation from the school and all school activities for a specified period of time, which is determined by a school administrator. The primary intent is to impress upon the student and parent/guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated.



Before the decision to suspend a student or seek alternative means to address the behavior is made, the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Determine the accuracy of the infraction(s) based on this information.
5. In the event that an offense threatens the safety of students and/or staff, students will be isolated, with supervision, prior to following the above outlined steps

The Head of School and Director of Culture and Student Support have sole discretion to implement an out of school suspension based on the information obtained during the investigation.

Once a decision to suspend a student is made, the Head of School or Director of Culture and Student Support will:

- Inform the student of the suspension and the reason(s).
- Notify the parent/guardian. School administrators may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification.
- Send written notification, by the end of the school day when possible, to the parent/guardian, including: the disciplinary infraction, length of the suspension, and details of any conditions for that return.

In accordance with the Student Fair Access to School Amendment of 2018, no student will receive an out of school suspension exceeding 5 days. A manifestation determination meeting will be held for students holding an Individualized Education Plan (IEP) or 504 Plan prior to the 3<sup>rd</sup> day of the suspension.

Students may not receive more than 20 cumulative days of out-of-school suspension, unless the Head of School provides written justification to the student and parent describing why exceeding the 20-day limit is more appropriate than alternative disciplinary actions. The same written justification is required for emergency removal of a student. Immediate action will be taken for students who violate the Gun Free Schools Act.

### **Expulsion**

An expulsion is the revocation of a student's right to attend a school. Tier 4 violations of the school's code of conduct, and specifically recurring incidents that threaten physical or emotional health of members of the school community can result in expulsion. Students who are recommended for expulsion will have a Disciplinary Hearing.

When a student commits an offense that is eligible for expulsion the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Hold a Disciplinary Hearing in which any information regarding the incident will be

presented. The student and parents are expected to attend this hearing.

5. The Director of Culture and Student Support, the grade level Curriculum Director and the student's classroom teacher will determine if the infraction results in expulsion, based on the information obtained during the investigation and testimonials presented during the Discipline Hearing.

Students may be expelled for:

- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment or harm the safety/security of Sela students, staff, faculty, or others associated with Sela.
- Any student violating the Gun Free School Act will be permanently expelled.

## **Discipline Due Process**

### ***Discipline Hearing***

A student will have a Discipline Hearing when he/she has been recommended for expulsion or violated an expellable offense. Discipline Hearings will be scheduled within five (5) school days of the conclusion of the investigation of any incident.

Discipline Hearings will be conducted the Director of Culture and Student Support, the grade level Curriculum Director and the classroom teacher, which serve as impartial decision makers and make up the Disciplinary Panel. The student, parent/guardian and an additional representative, such as an advocate, are expected to attend the hearing. During the hearing, school administration will carry out the following procedures:

- A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures
- An explanation and review of the evidence or facts for which potential expulsion is being considered. If video footage is available of the incident, the panel will view the footage
- The student may present any information that he/she wants to the Discipline Review Panel to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing
- Within 24 hours of the conclusion of the hearing, the panel will make a recommendation regarding the consequence. The panel's recommendation will be effective immediately
- The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures
- If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction. The findings from the hearing will be approved and take effect immediately. Appeals from students who don't appear at the initial Discipline Hearing will not be permitted

The decision of the Disciplinary Panel must be unanimous. If panel members cannot agree, the expulsion or suspension will not be recommended.

### **Appeals**

Any student who is expelled has the right to appeal the decision in writing to the Head of School,

within five (5) school days of the written notice of expulsion being issued. The following process shall be implemented for all appeals:

- An appeal hearing date will be set within five (5) school days of the receipt of the appeal request
- The appeal hearing date will occur within fourteen (14) calendar days from the date of the hearing being set
- Appeal hearings will be heard by the Head of School
- The student may be present, with his/her parent/guardian and one additional representative
- The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing
- The student may not return to Sela or participate in school activities while an appeal is pending
- If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand

In making its decision, the Head of School will:

- Review all evidence and documentation from the Disciplinary Hearing and any supporting documentation
- Review any statements heard at the Disciplinary Hearing
- Review the Sela Code of Conduct

The Head of School will notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. The appeal will result in either:

- Upholding the expulsion
- Overturning the expulsion and order that all records and documents regarding the disciplinary proceeding be destroyed. In this case, no information regarding the expulsion would be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

If the expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the expulsion is upheld, the expulsion shall be imposed, and such decision will be final and reflected in the student's school records. Decisions made after an Appeal Hearing are final.

### ***Special Notes Regarding Audio/Video Recording of Discipline and Appeal Hearings***

All disciplinary hearings are closed to the public. All such hearings may not be recorded using a video recording device. Audio recording may only be used as a required accommodation in accordance with the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act. A written request must be made 48 hours prior to the hearing to audio-record the hearing to the Director of Culture and Student Support.

### ***Procedures for Suspending and Expelling Students with Disabilities***

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disabilities when their behavior is not related to the disability.

However, if a student with an Individualized Education Plan (IEP) or 504 Plan exhibits behavior leading to a 5-day suspension or expulsion, a Manifestation Determination hearing will be included

to the list of procedures used to investigate and determine if suspension/expulsion is warranted.

The Manifestation Determination Hearing will be scheduled prior to the third (3<sup>rd</sup>) school day missed due to suspension or expulsion. The Determination Hearing will be held within five (5) days of issuance of the suspension/expulsion. The student, parent/guardian and one (1) additional representative are permitted to attend the hearing. The hearing will be held by the Director of Culture and Student Support, and the Special Education and General Education teachers, and adhere to the following procedures:

- Review the infraction and the code of conduct
- Review any relevant evidence uncovered during the investigation
- Review the student's IEP or 504 Plan to determine if implementation of services has taken place with fidelity
- Review additional behavioral data to determine if the behavior fits into a pattern

A manifestation determination will be affirmed if the behavior is a manifestation of the disability or the IEP has not been implemented appropriately.

If the manifestation is affirmed, the student's suspension/expulsion will be overturned. Additional behavioral supports will be provided to the student, which may include a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) implementation.

If the determination is that the behavior was NOT a manifestation of the student's disability, the disciplinary action will be upheld. Parents who are unsatisfied with the result may appeal the decision following the previously stated appeal procedures.

### **Re-entry Meeting**

A re-entry meeting may be suggested for both students and parents when students return from suspension. The re-entry meeting will occur the morning on which a student returns to school from a formal suspension. If the parent or student cannot attend the re-entry meeting, a phone conference may be held. The meeting typically takes place prior to the start of the school day and lasts approximately 20-30 minutes. The purpose of this meeting is to provide the student and parent with the opportunity to reflect on the significance of the suspension and what the student has learned as a result of the disciplinary action and, to set the stage for a successful reintegration into the school environment.

### ***Make Up Work for Suspension***

Students who are suspended will receive academic work to complete during the suspension or shall be offered make-up work assignments upon return. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. All IDEA mandates will be followed for students with disabilities.

### **Drug Free Policy**

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on Sela PCS grounds. Consistent with local, state and federal law, the school will impose sanctions on students, staff members, and visitors who violate the standards of conduct, up to and including suspension and referral for prosecution, and for staff, up to and including immediate dismissal.

## **GRADING, PROMOTION, and RETENTION**

Promotion from grade to grade will be based on students' meeting grade-level knowledge and content standards and will be determined by a student's assessment information, teacher recommendation, and approval from the Head of School.

Sela PCS anticipates that students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth, have made growth that puts him/her within six months of grade level targets, or if they are in Pre-kindergarten or Kindergarten and the classroom teacher and Head of School recommend promotion. For students to be promoted from Kindergarten to Grade 1, from Grade 1 to Grade 2, and from Grade 2 to Grade 3, etc.

Sela's student promotion and retention policy is focused on ensuring that all students transition successfully from grade to grade proficient in all grade-level content. Knowing students may come to Sela PCS below grade level, however, demands support and intervention plans to ensure that students make successful progress. On entry, all students are assessed for appropriate placement and support through the use of Fountas & Pinnell diagnostic reading assessments and NWEA assessments in both Reading and Mathematics.

Student progress is measured through benchmark testing and classroom assessments. Student work samples will be shared with families on a regular basis to ensure communication between home and school. At the halfway point of each quarter, a written interim/progress report will also be shared with parents/guardians to inform them of the current academic standings of their children.

## **Pre-K**

Pre-K teachers observe and assess students using Teaching Strategies Gold, which comprises 38 objectives that link observable behaviors to essential learning requirements. The objectives cover 10 areas of developmental learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition. Pre-K Development Report Cards will be issued in the Fall, Winter, and Spring. In addition, Pre-K students will receive Hebrew report cards that assess their Hebrew language acquisition.

Students must show social, emotional and appropriate academic readiness for Kindergarten work. This includes evaluating each of the learning domains through the Work Sampling Portfolio as well as examining Teaching Strategies GOLD data. The Head of School, Director of Curriculum & Instruction, and teachers will consider developmental factors in collaboration with parents/guardians to determine the appropriate placement of students into Kindergarten.

## **Elementary School**

Promotion in the elementary grades is dependent upon satisfactory development in the core subjects of English/Language Arts (ELA), Hebrew, and mathematics. Student knowledge is measured through performance on NWEA assessments (grades K-2) and PARCC (grades 3 to 5), and through mastery demonstrated on classroom-based summative assessments.

Failure in one of the core subjects (e.g., reading/language arts and math) or in another

academic subject (e.g., Hebrew, social studies or science) may be a basis for retention. Failure of a course is evidenced by a final grade of D or F. The Head of School conducts a retention conference with appropriate staff members and the parents/guardians, in addition to the quarterly conferences, before the final decision regarding pupil retention is made.

Students who do not pass a core/academic subject for the year are required to attend an approved academic summer school and receive satisfactory marks in order to be promoted. The decision to retain a special education student will be made by the SST (Student Support Team) per IDEA federal mandate after careful consideration of all applicable factors. Should the possibility of retention be suspected at the closing of the second marking period, a conference will be held with parents/guardians, that includes the classroom teacher (and instructional aide if appropriate), counselor, dean of counseling and student support, and special education teacher.

### **Response to Intervention**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The Student Support Team (SST) at Sela manages the RTI process and is responsible for identifying and developing interventions for students in need of academic or behavioral support.

Interventions are designed to be comprehensive, classroom-based, and student-centered, allowing students to achieve at their appropriate level of success in all areas: academic, social/emotional, and behavioral. This multi-tiered system of supports is a continuous improvement framework in which data-based problem-solving and decision making is practiced.

Students may be referred to SST based on their performance on NWEA, PARCC, and/or classroom summative assessments, as well as behavior referrals or parental request. When students are referred to SST, a meeting will be held with the SST. Members of the SST include: the SST Director, classroom teacher, a behavioral health specialist, special education representative and the student's parent/guardian. During the meeting, we will examine data to identify interventions designed to improve the student's behavior or academic performance. Interventions will be monitored and additional meetings will be held to examine the impact of the interventions and determine next steps. RTI may result in long-term interventions and/or referrals for special education screening.

### **Grading Grades K to 5**

In elementary school standards based grading is used. Teachers provide families with students' progress related to specific standards. Class work, projects, assessments, and participation are used to measure growth and mastery of specific standards.

Grading will be based on the following scale for Kindergarten through 5th Grade:

- 4 – Advanced
- 3 – Secure
- 2 – Developing
- 1 – Beginning

### **Report Cards and Parent-Teacher Conferences**



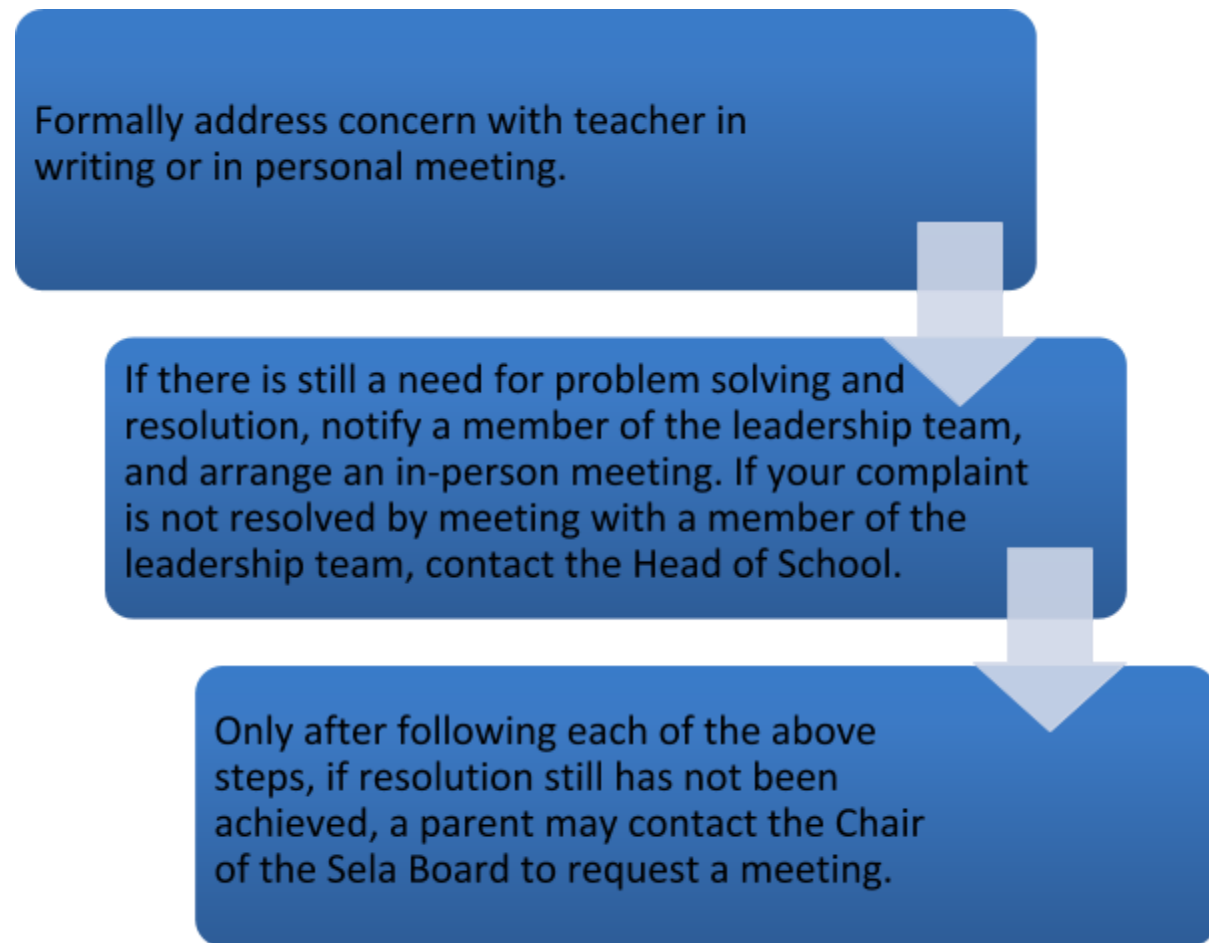
Report cards are distributed to the students four times per year. Report cards are sent home with the students a week after the end of each quarter (dates are listed on the school calendar).

Home-School (Parent-Teacher) Conferences are an integral part of a child's educational success. Additional conferences may be arranged at any time at the request of a family or teacher. If a teacher requests a conference, families are expected to attend the conference. Families are also encouraged to discuss concerns or questions about their child as they occur. Should families wish to schedule a conference they are asked to send a note or call in advance.

## COMPLAINT RESOLUTION PROCESS

If you have a complaint about Sela PCS, which you would like to resolve informally, we encourage you to first speak with your child's teacher. If, after speaking with your child's teacher your concern has still not been addressed, you should contact a member of the leadership team as soon as possible. It's best to tell someone at Sela about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner.

If your complaint is not resolved by meeting with your child's teacher and member of the leadership team, please contact the Head of School, Joshua Bork, by email ([jbork@selapcs.org](mailto:jbork@selapcs.org)) or by calling the school's main number: 202-670-7352. Below shows a flowchart of the complaint resolution process:



Following our process for addressing concerns is the most expedient way to reach a resolution. We value transparent and honest communications with all members of our school family and this process is a way of ensuring a clear and systematic addressing of any concerns.

# PRIVACY/CONFIDENTIALITY

Laws involving privacy and confidentiality prohibit Sela PCS from sharing student information without the consent of parents, except in specific situations described in the Family Educational Rights and Privacy Act. For your use, we are providing an overview of FERPA from the U.S. Department of Education.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents and/or guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents, guardians, or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records on site. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request

that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

## **Sela SY 2019-2020 Staff Roster**

<b>Position</b>	<b>Name</b>	<b>Email Address</b>
Head of School	Joshua Bork	jbork@selapcs.org
Director of Elementary School	Katrina Hilliard	khilliard@selapcs.org
Director of Operations	Camerra Taliaferro	ctaliaferro@selapcs.org
Director of Culture & Student Support	Markus Townsend	mtownsend@selapcs.org
Extended Learning Coordinator	Sharne McClaine	smcclaine@selapcs.org
Enrollment & Human Resource Manager	Imani Taylor	itaylor@sela.pcs.org
Office Administrator/Receptionist	Gloria Hughes	ghughes@selapcs.org
Pre-K Hebrew Teacher	Shira Bezie	sbezie@selapcs.org
Pre-K Hebrew Teacher	Maya Worsoff	sbezie@selapcs.org
Director of Early Childhood	Samantha Mild	smild@selapcs.org
Pre-K English Instructional Assistant	Franque Alexander	falexander@selapcs.org
Director of Hebrew Curriculum	Ronit Blivis	rblivis@selapcs.org
Pre-K Hebrew Teacher	Tehila Cohen	tcohen@selapcs.org
Elementary Hebrew Teacher	Yoel Watchel	ywatchel@selapcs.org
Elementary Hebrew Teacher	Yuval Beir	ybeir@selapcs.org
Kindergarten Hebrew Teacher	Loren Yosef	lyosef@selapcs.org
Pre-K Hebrew Instructional Assistant	Hana Baruch	hbaruch@selapcs.org
Pre-K English Instructional Assistant	Chezmine Edwards	cedawards@selapcs.org
Kindergarten Hebrew Teacher	Nava Copley	ncopley@selapcs.org
Pre-K Hebrew Teacher	Itzhak Yosef	iyosef@selapcs.org
Pre-K English Instructional Assistant	Cynthia Stewart	cstewart@selapcs.org
Pre-K English Instructional Assistant	Brittany Simmons	bsimmons@selapcs.org
Kindergarten Teacher	Mariah Slade	mslade@selapcs.org

Kindergarten Teacher	Lindsey Henson	lhenson@selapcs.org
Elementary Instructional Assistant	Conor Murphy	cmurphy@selapcs.org
Grade 1 Teacher	Whittney Gerald	wgerald@selapcs.org
Grade 1 Teacher	Erez Mirer	emirer@selapcs.org
Grade 2 Teacher	Bridgette Barbour	bbarbour@selapcs.org
Grade 2 Teacher	Emily Mandelman	emandelman@selapcs.org
Grade 3 Teacher	Kia Willis	kwillis@selapcs.org
Grade 4 Teacher	Hubert Dixon III	hdixon@selapcs.org
Grade 5 Teacher	Adam Rosfeld	arosfeld@selapcs.org
Special Education Teacher/Coordinator	Inshirah Aleem	ialeem@selapcs.org
Special Education Teacher/Coordinator	Bryant Wilson	bwilson@selapcs.org
Art Teacher	William Wheeler	wwheeler@selapcs.org
Physical Education Teacher	Tony Pompa	tpompa@selapcs.org
Food Handler, Extended Learning Personnel	Tajuana Queen	tqueen@selapcs.org
One-on-One Dedicated Aide	Paul Barbour III	pbarbour@selapcs.org
One-on-One Dedicated Aide	Jamarius Steele	jsteele@selapcs.org
One-on-One Dedicated Aide	Shawn Bonner	sbonner@selapcs.org
DBH Counselor	Emily Kahan	emily.kahan@dc.gov
Shinshin	Ori Matzliah	omatzliah@selapcs.org
Shinshin	Gili Slavin	gslavin@selapcs.org



## **Sela SY 2019-2020 Family Directory**

Sela families are encouraged to share their contact information with other families so that they can connect and communicate throughout the school year (for carpooling, scheduling play-dates, event planning, etc.) via our SY 2019-2020 Family Directory. The family directory will include your name, child's name (children's names), and the phone number and email address you provide to the school. By completing this form and not checking the first opt out box, you understand and agree that your contact information (parent name, child's name, contact email, contact phone number) will be made available to all Sela families in our online directory or upon request. Also, by completing this form and not checking the second opt-out box, you understand and agree that your contact information (Parent Name, Child's Name, contact email, contact phone number) will be made available to the Sela PTSA and they may contact you regarding PTSA events and opportunities.



## Student Information Sheet School Year 2019-2020

### Student Information

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **MI:** \_\_\_\_\_  
**DOB:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

### Parent Information

Parent/Legal Guardian	Parent/Legal Guardian
<b>Last Name:</b> _____  <b>First Name:</b> _____  <b>Phone:</b> _____  <b>Email:</b> _____	<b>Last Name:</b> _____  <b>First Name:</b> _____  <b>Phone:</b> _____  <b>Email:</b> _____

### Residence Information

**Street Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

### Emergency Contact Information

<b>Name:</b> _____ <b>Relationship:</b> _____ <b>Phone #:</b> _____	<b>Name:</b> _____ <b>Relationship:</b> _____ <b>Phone #:</b> _____	<b>Name:</b> _____ <b>Relationship:</b> _____ <b>Phone #:</b> _____
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### Pick Up/ Drop Off Contact

*Please list the individuals who can your child can be released to with photo ID.*

Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:
Name:	Relationship:	Phone #:

### Food Allergies/Additional Information

Please list any food allergies your child may have:

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Please list any dietary information your child may have:

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Please list any additional information regarding your child:

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### DIRECTORY AND PTSA CONTACT OPT OUTS

☐ Please check this box below if you **do not want** to have your contact information (Parent Name, Child's Name, contact email, contact phone number) included in the school directory.

☐ Please check this box below if you **do not want** to have your contact information (Parent Name, Child's Name, contact email, contact phone number) shared with the Sela PTSA so they can contact you about opportunities for parent participation in their organization.

## **PARENT SUGGESTION FORM**

**We appreciate all of our families. It is important that we have clear expectations and effective communication. Please let us know if there is anything you would like us to include in future family handbooks. We are looking forward to an exciting year at Sela Public Charter School!**

**Please add any suggestions and comments, sign and submit this form to the Front Desk Coordinator (Gloria Hughes).**

**Comments:**

**Suggestions:**

**SIGNED** \_\_\_\_\_

**DATE** \_\_\_\_\_







### **Parent Acknowledgement of Handbook**

I acknowledge that I have received and reviewed the student and family handbook. I understand and recognize that there may be changes to the information, policies, and benefits in the handbook. I understand that Sela Public Charter School may add new policies to the handbook as well as replace, change, or cancel existing policies. I understand that I will be told about any handbook changes, and I understand that handbook changes can only be authorized by Sela Public Charter School's leadership and board.

I understand that it is my responsibility to read and comply with all policies included within the student and family handbook. I further understand that I should consult Sela Public Charter School faculty regarding any questions I may have.

#### **Parent Signature**

\_\_\_\_\_  
*Parent signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Printed Name*