

Revere School Committee Meeting Agenda
January 16, 2024

A Regular Meeting of the Revere School Committee will be held on **Tuesday, January 16, 2024 at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://us02web.zoom.us/j/81422409859?pwd=KzBuRDd5TEFxdDI6TnVMZTI5NGxhUT09>

Passcode: 778955

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/revereschoolcommittee>

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
 - a. Ms. Carol Tye
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
 - a. Revere High School – Attendance Data
 - b. Special Education Redesign: Transformation and Expansion of Programming
 - c. School Building Committee Update
 - d. Update on Lincoln Window and Beachmont Boilers
 - e. Disposing of expired COVID Tests and Hand Sanitizer
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
 - a. Motion by Vice-Chair Monterroso to approve standing subcommittees for 2024
 - b. Motion by Vice-Chair Monterroso to select a Representative to the DESE Teacher Diversification Grant PLC.
 - c. Motion by Vice-Chair Monterroso to select a Representative to the Shore Educational Collaborative
 - d. Motion by Member Millbury-Ellis, Member Caggiano, and Member Mattera to have a separate class for honors level for both middle and high school core classes for the 24-25 school year.
 - e. Motion by Secretary Kingston to add portable Classrooms to Revere High School as soon as possible with monthly updates from the Superintendent on progress.

- f. Motion by Secretary Kingston to have no school on March 5, 2024 for the Federal Primary Election.
- 10. Unfinished Business
 - a. The Islamic Education School
- 11. New Business
 - a. Draft 2024/25 School Calendar
 - b. Vocational Education
- 12. Executive Session
- 13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

File: BEDH

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

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

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

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

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

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

- good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
2. All speakers are encouraged to present their remarks in a respectful manner.
 3. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
 4. Public Speak shall concern items that are not on the School Committee's agenda, but which are the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
 5. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material. No more than six (6) speakers will be accommodated at any individual meeting.
 6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.
 7. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
 8. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/or to the extent, they exceed the scope of the School Committee's authority.

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

SOURCE: MASC
Amended by Revere School Committee: March 2019

January 16th
Revere High School





Student Support Team Structure

- *Defining a team process for “whole student” intervention and action planning*

Updates

- Support Specialists & Engagement Coordinators
- Boston College Partnership
- Student Support Team Handbook
- Caregiver Engagement Meetings
- Referral Process & Action Planning
- Collaborative & Proactive Solutions
- Restorative Framework of Accountability & Support

Looking Ahead to Semester 2

- Student Support Team Action Planning Meeting Goals
- Semester 1 Attendance Data & Course Performance Data
- Improved Interaction with Classroom Teachers and Classroom Interventions

Student Support Programs



- *Targeted intervention programs to meet individual student needs*
- *Enrichment experiences to push all students towards excellence*

Updates

- Multilingual Learner Program
 - Activities Coordinators
 - Community Field Trip
 - Guest Speaker & Performance Series
- Career Development Program
- BRYT Program
- Advanced Coursework
 - UMass Lowell
 - Early College (NSCC)
 - Franklin Cummings
- Plumbing Exploratory Program
- Big Brothers Big Sisters
- Semester 1 Student Showcase & Art Exhibit

Looking Ahead

- Second Semester Community Building within Programs
- NSCC Classes Begin @ RHS
- SY2025 Course Registration Begins with Programs in Existence
- Community Awareness Campaigns

Honors @ RHS



- *An opportunity for equitable access to Honors designation in diverse, heterogeneous core classes.*
- *One part of our “portfolio” of advanced academic coursework*
 - *AP, Honors Designation, Early College programs, Dual Enrollment*

Updates

- Students may earn Honors Designation in all core courses beginning this semester
- Teacher teams develop the Honors Opportunities per course that result in designation

Looking Ahead

- Will share data report on % of students earning Honors Designation by course via email to Dianne following report cards being stored
- 1/17 Principal’s Meeting:
 - Collaboration across disciplines
 - Calibration within course teams
 - Planning ahead for S2 roll out of Honors Opportunities per course

Competency-Based Learning



A reminder of our goals (from 2021 -22 presentation):

- *Center classroom learning experiences on the development of student critical thinking skill and conceptual understanding of the content areas.*
- *Increase the transparency of student learning expectations in class and in grade reporting for students and families.*
- *Maintain consistent expectations across the school and support students to make progress toward goals.*

Updates


- Year 1 of DESE GLEAM Grant
- Year 2 of DESE Re-thinking Grading Grant
- Significant work by teacher course teams working to codify standards-based curriculum and common assessment tasks

Looking Ahead

- Launching a Grading Advisory Committee of teachers
- March Principal's Meeting: staff-wide roll out of a multi-year plan for our curriculum, assessment, instruction and grading work
- Continued curriculum development work across teacher teams

Special Education Redesign:

**Transformation and
Expansion of
Programming**



Overview

- Acknowledgement and gratitude
- Began in Fall of 2022 with community meetings and the district wide redesign committee
- Redesign continued this year with subcommittees prioritizing:
 - BBST Revamp- underway
 - SLG-renamed, updated descriptions, and structural changes
- The changes proposed will increase equity, opportunity, individualized programming and compliance

What are Sub-separates in Revere?

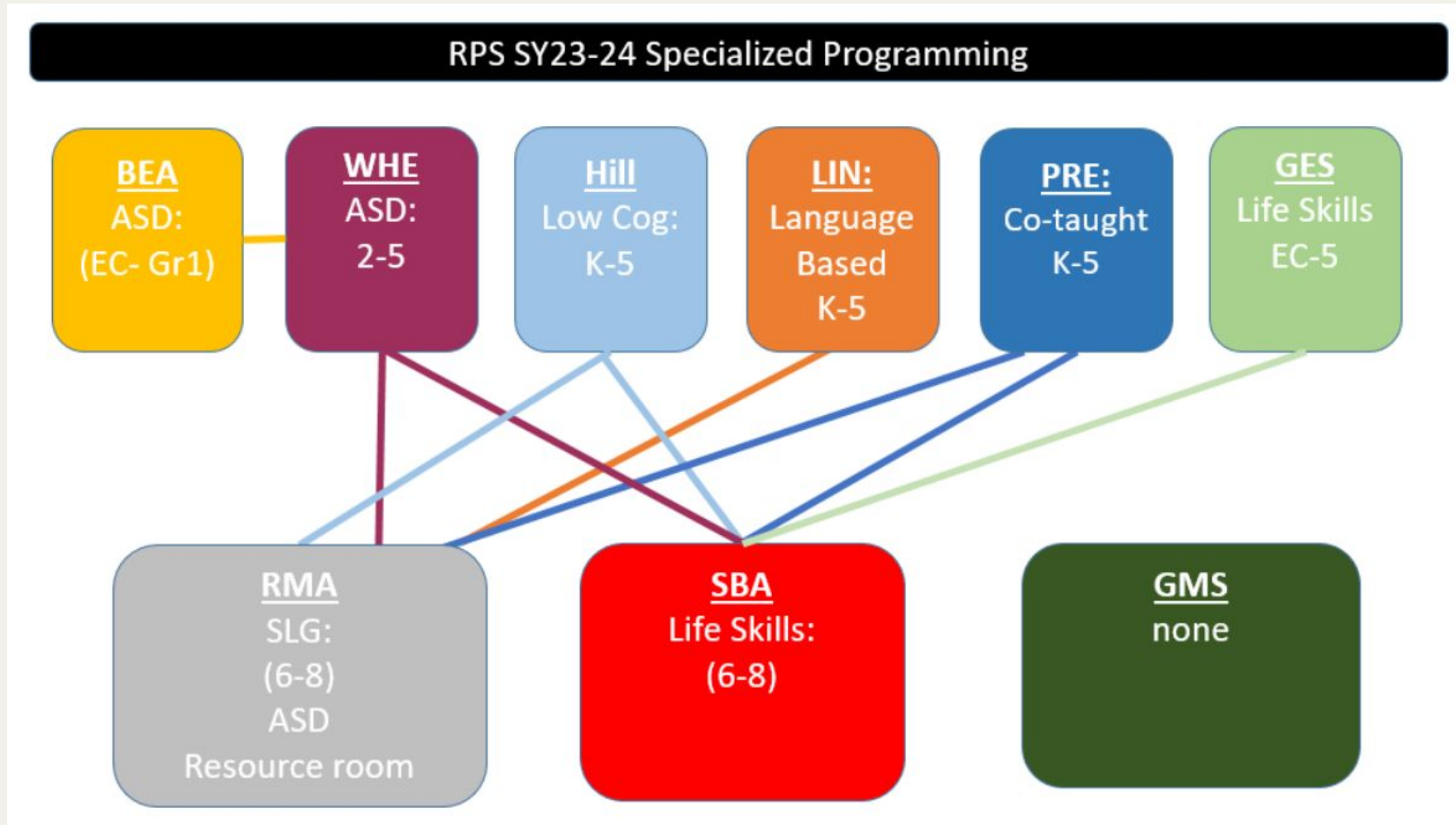
- Small Learning Groups (SLG)
- An environment outside the general education classroom for students with significant needs

New Names for Special Education Programming

- DESE - Driven
- Asset - based
- Focus on supports, not disability labels

Name	Previous Name	Brief description
ASCEND	Life Skills	<ul style="list-style-type: none"> ● Development of adaptive skills and self-determination
IGNITE	ASD	<ul style="list-style-type: none"> ● Supports students in the development of academic, social, and behavioral skills. ● Academic instruction is near grade-level, with modifications and accommodations.
PROPEL	Low Cognitive	<ul style="list-style-type: none"> ● Provides a significant amount of support and modifications to their content and learning.
CAPTURE	Language Based	<ul style="list-style-type: none"> ● Tailored support in phonics, reading, writing, number based information, and math.
EXCEL	SLG	<ul style="list-style-type: none"> ● Middle/High School learning environments for students who require modifications to their academic content

Current Flow Chart of Programing



Data Collection Process

- Surveys
- Collaboration with the sub-committee
- Data collection with the special education coaches
- Stakeholders input

Key takeaways

- Less options for special education programming at the middle school level
- ASD track is not streamlined

Focus of the SLG Redesign

- Expand the middle school special education continuum of supports
- Streamline, expand, and support the IGNITE programming (formerly known as ASD classrooms)
- Support long term vision of increasing full inclusion opportunities within schools

Program Transformations and Expansions

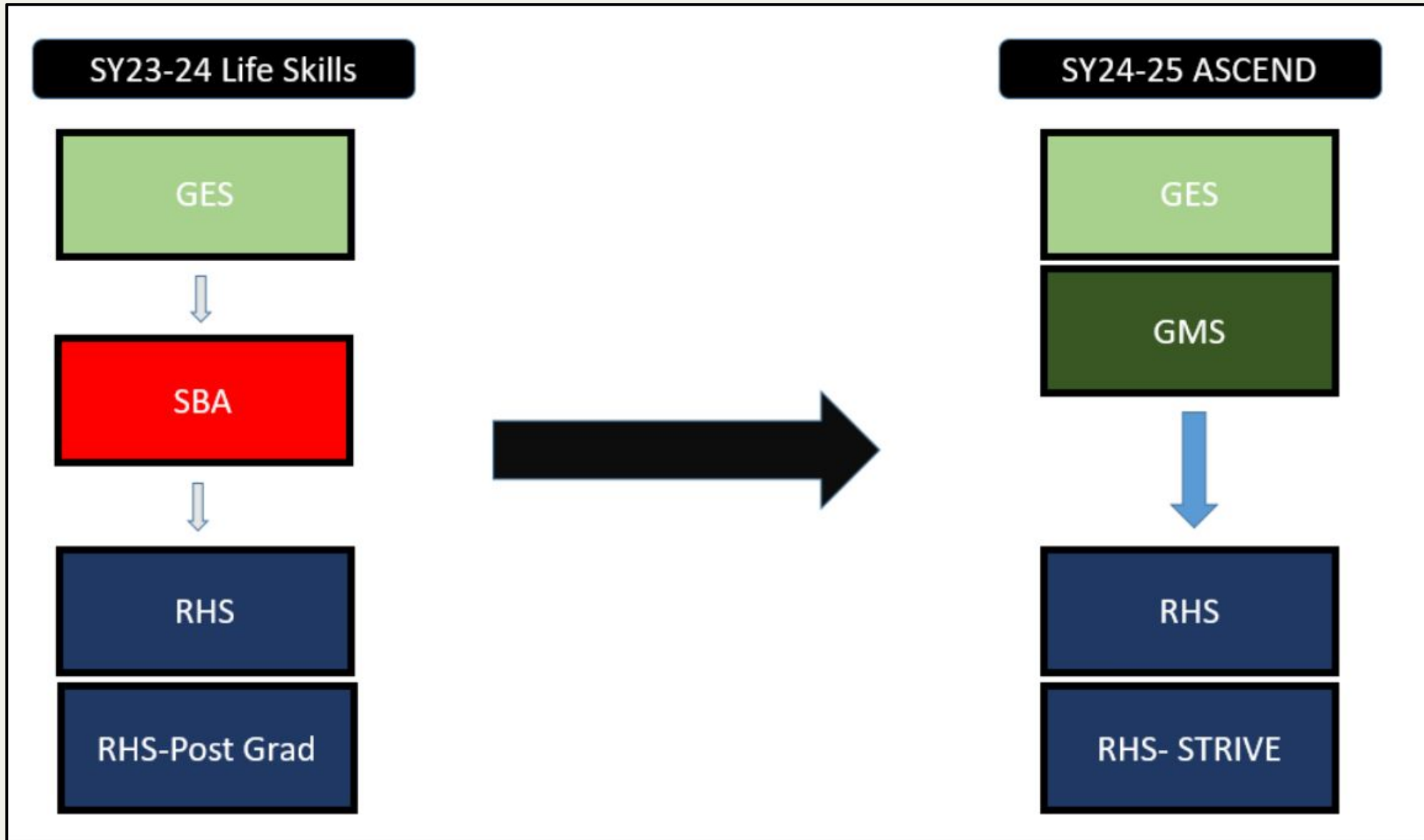
Current: Life Skills at SBA

6 - 8 Life skill class focused on
Adaptive Daily Living Skills

Challenges:

- Elementary Life Skills classes are located at GES
- Multiple transitions, including across the city to middle school
- Distance from City of Revere community resources (i.e. pool, train, Revere Community Center, etc.)

Transformation: Life Skills/ ASCEND



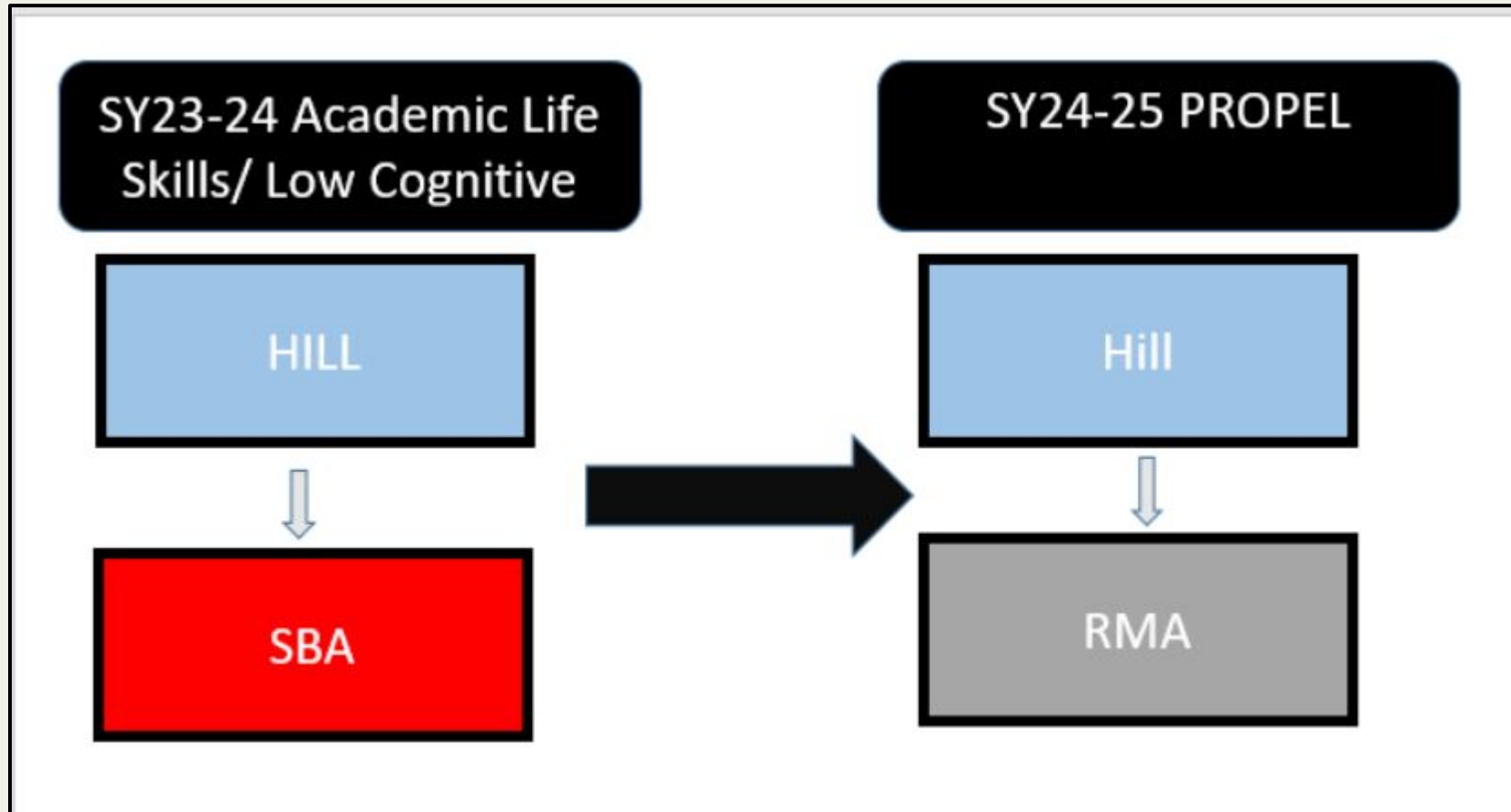
Current: Modified Life Skills at SBA

6 - 8 Life Skills class focused on significant **modified academics** and social skills

Challenges:

- Functions similar to the PROPEL (low cognitive) classroom
- Separate from the SLG at RMA

Middle School Transformation



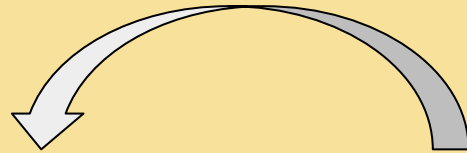
Middle School Transformation

RMA EXCEL (SLG)

- Specialized instruction
- Modified curriculum
- Mirrors general education schedule

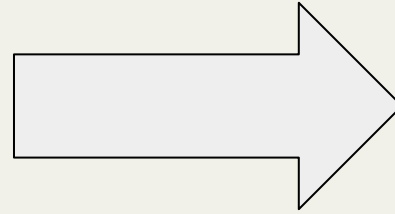
MS
EXCEL (SLG)
RMA

MS.
PROPEL
RMA



Current ASD at Beachmont and Whelan

BEA ASD
EC, K, 1



WHE ASD:
2, 3, 4, 5

Challenges:

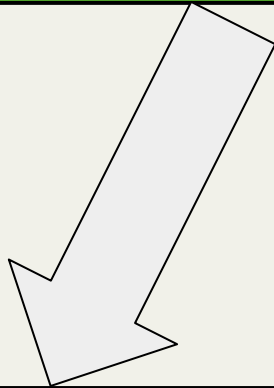
- Students who benefit from consistency are required to transition between schools during their elementary school career
- Impacts the sense of school community

Elementary Transformation

CURRENT

ASD BEA - EC, K, 1

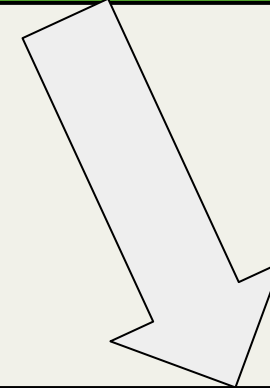
ASD WHE - 2, 3, 4, 5



BEA IGNITE:

BEA / PRE / GES

*EC, K - 1, 2 - 3, 4 - 5



WHE IGNITE:

WHE / HILL / LIN

K - 1, 2 - 3, 4 - 5

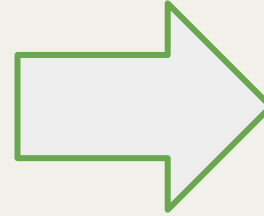
Vertical Alignment

CURRENT

ASD BEA - EC, K, 1

ASD WHE - 2, 3, 4, 5

ASD RMA resource room 6 - 8



BEA IGNITE:

BEA / PRE / GES

* EC, K - 1, 2 - 3, 4 - 5

WHE IGNITE:

WHE / HILL / LIN

K - 1, 2 - 3, 4 - 5



RMA IGNITE resource room

SBA IGNITE resource room

Current: Language Based Program Elementary and Middle

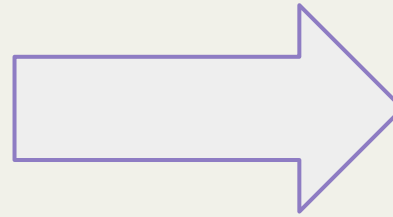
Lincoln Language Based
Sub-separate: K-2, 3-4, 5

Challenges:

- Many of these students experience success in inclusion with direct interventions and specialize methodology
- There is no direct continuum of language based programming after grade 5

Language Based Transformation

Lincoln CAPTURE
programming
Sub-separate: K - 2, 3 - 4, 5



Lincoln CAPTURE
Sub-separate: K - 2, 3 - 5

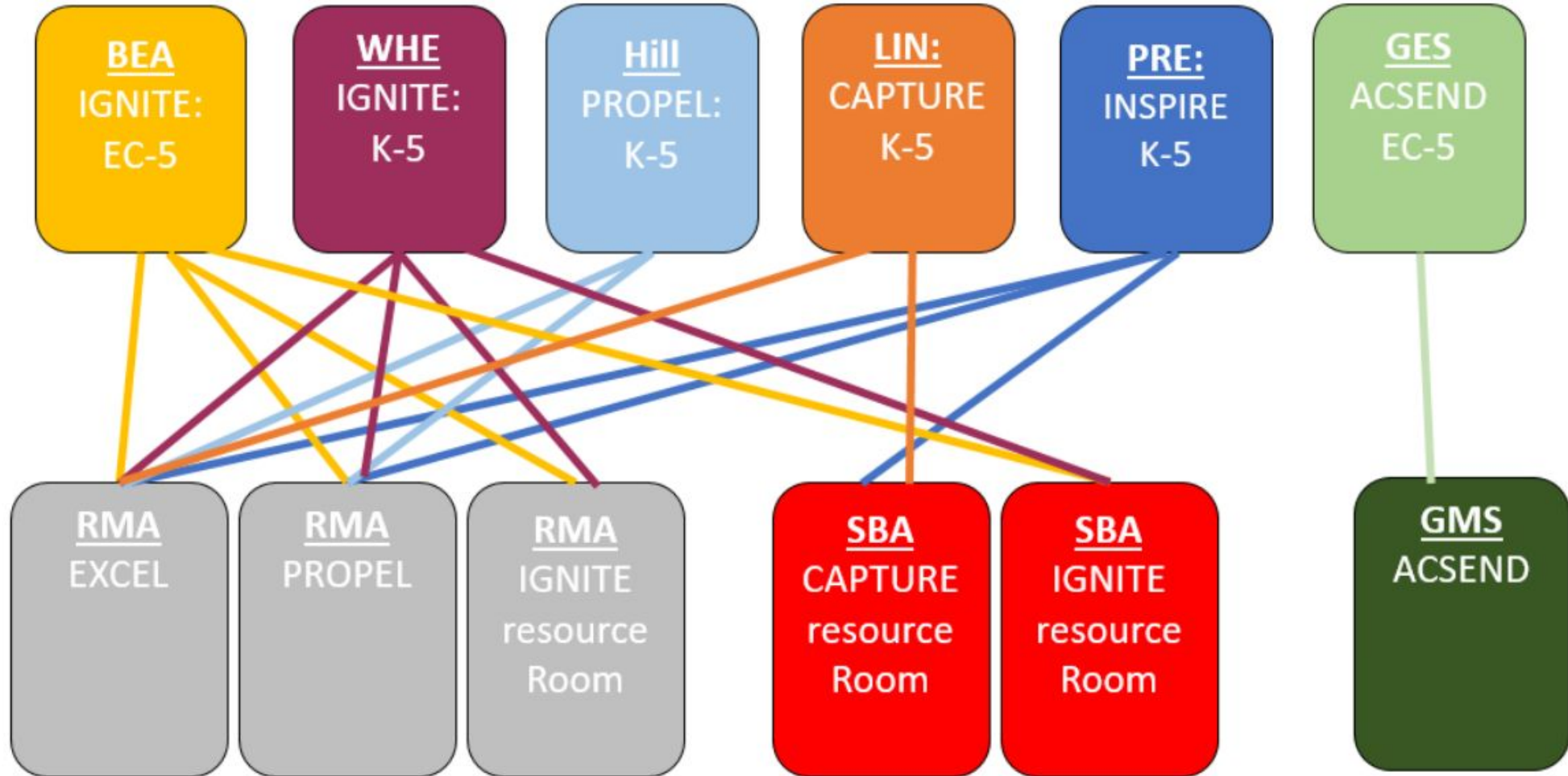
Lincoln CAPTURE
Co-taught 5th grade



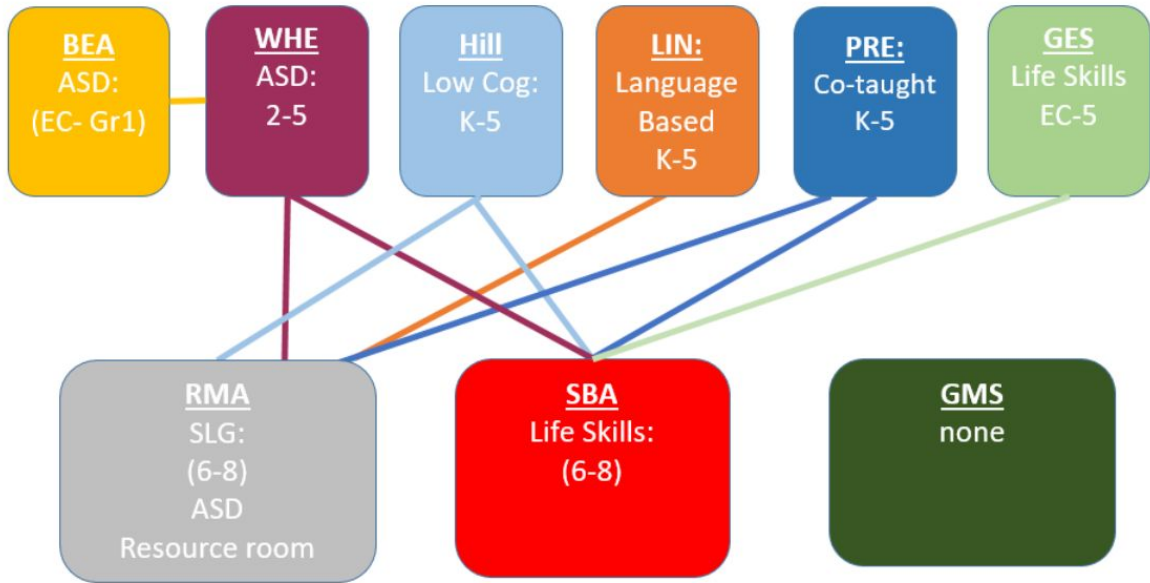
SBA CAPTURE
resource room

Flow Chart of NEW Programming

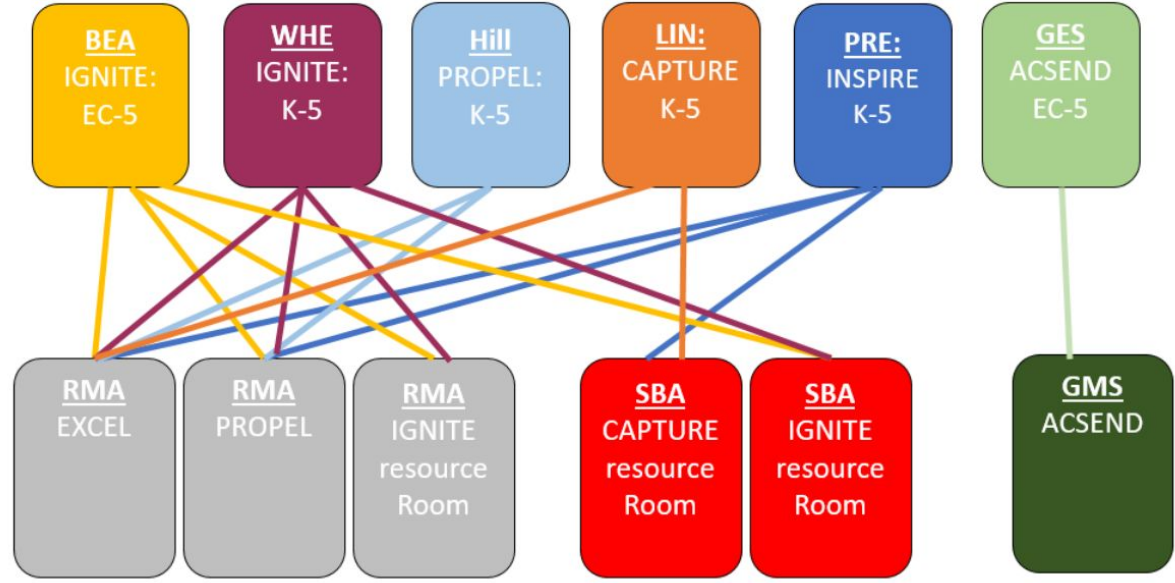
RPS SY24-25 Specialized Programming



RPS SY23-24 Specialized Programming



RPS SY24-25 Specialized Programming



Rationale on Sub-Separate Redesign

REMOVING ONE SIZE FITS ALL TRACKS

Next Steps:

- 3 additional special education teachers
- Reorganization of space in buildings
- Continued meetings with various stakeholders
- Collaboration with Transportation Department

January 3, 2024

To:
Revere City Council
c/o City Clerk Ashley Melnik

Revere School Committee
c/o Robin Panzini

Re:
Revere High School Project Update Communication from January 3, 2024 School Building Committee Meeting

At the January 3, 2024 meeting of the High School Building Committee, a motion was made to send an update communication regarding the Project status for review at the January 8, 2024 City Council and January 16, 2024 School Committee meetings. Below is a link to the slides the Project Team plans to present to the Council and School Committee, for distribution to those groups. Please feel free to reach out if there are any problems downloading the file.

Download link (no password):
<https://leftfieldpm.egnyte.com/dl/mZsN6Ji9d2>

Sincerely,



Brian Dakin
Senior Project Manager, LeftField

Cc:
Dr. Dianne Kelly, Superintendent of Schools
Patrick Keefe, Mayor

School Committee Supplemental

Special Education Redesign: Transformation and Expansion of Programming

Process:

Multiple stakeholders were surveyed and interviewed during this process. In addition, walk throughs were completed and placement data was reviewed. This process was triangulated using DESE guidelines including taking into consideration the new Dyslexia Guidelines.

Key Findings:

In addition to inclusion support, there are currently five different programming options at the elementary school level. However, at the middle school level there are less programming options. Three programs specifically were the topic of discussion within the sub-committee: ASD programming, Life Skills programming, and Language Based programming.

Focus of the redesign:

- Renaming the small learning groups from an asset based lens
- Expanding the continuum of supports and programming at the middle school level
- Expanding and supporting programming for students with Autism

Rationale:

The Special Education Redesign began in Fall 2022 and identified two priority areas: Small Learning Groups (SLG) and Building Based Support Teams (BBST). The subcommittee for the Small Learning Groups focused on structural changes and updated program names and descriptions. The proposed changes will increase equity, opportunity, inclusion, individualized programming, and compliance.

Overview of Transformations and Expansions:

1. Name Changes
2. ASCEND (ASD) and PROPEL (Low-Cognitive) Programming
3. CAPTURE (Language-Based) Expansion
4. IGNITE (Life Skills) Expansion

1. Name Changes:

New Name	CurrentName	Description
ASCEND - Adaptive Support and Comprehensive Educational Needs Development	Life Skills	ASCEND is a special education setting with a unique focus on applied academics, the development of adaptive skills and self-determination. In addition to functional academics, behavioral, and social support, students receive instruction that will support them in navigating the world around them with increased independence and safety.
IGNITE - Individual Growth, Nourishing Inclusivity, Transformative Education	ASD	IGNITE is a specialized program that supports students in the development of academic, social, and behavioral skills. Academic instruction is near grade-level, with appropriate modifications and/or accommodations to support neurodiverse learning styles. Students receive social inclusion opportunities, and access to academic inclusion opportunities as appropriate for the specific learner.
PROPEL - Program for Personalized Education and Learning	Low Cognitive	PROPEL is a special education setting for students who require significant support and modifications to their content and learning. The focus of this classroom is on cognitive and academic needs.
CAPTURE - Customized Academic Programs for a Tailored and	Language Based	CAPTURE is a special education setting tailored that provides support in phonics, reading, writing, number based information, and math.

Unique Educational Experiences		
INSPIRE - Inclusive Support Programs for Individualized Resources and Education	Co-Taught PRE	INSPIRE is a specialized program for students with high academic needs that provides increased opportunities for social interactions with grade-level peer models and continuous academic support by a special education teacher and general education teacher.
EXCEL - Exceptional Learning Center	SLG	EXCEL classrooms are present at the middle and high school level. They are substantially separate learning environments for students who require modifications to their content, in order to learn.
STRIVE - Specialized Training and Resources for Individualized, Versatile Education	Post Grad	STRIVE is a program for 18-21 year olds, and is aimed at supporting a successful transition out of public school. STRIVE focuses on supporting students in navigating the community, gaining employment, and building skills that will allow them to live with as much independence as possible.

2. ASCEND and PROPEL Programming:

ASCEND is a special education setting with a unique focus on applied academics, the development of adaptive skills and self-determination. In addition to functional academics, behavioral, and social support, students receive instruction that will support them in navigating the world around them with increased independence and safety.

PROPEL is a special education setting for students who require significant support and modifications to their content and learning. The focus of this classroom is on cognitive and academic needs.

SY 23-24:

Elementary Level:

- Garfield Elementary houses the ASCEND Program
- Hill Elementary houses the PROPEL Program

Middle School Level:

- Susan B. Anthony houses two sections of the ASCEND Program
 - Section one focuses on Adaptive Daily Living Skills
 - Section two focuses on supporting students with lower cognitive skills.

SY 24-25:

Middle:

- The ASCEND (ADL Life Skills) programming shifts to the Garfield Middle School
 - The Adaptive Daily Living Skills classroom
- PROPEL programming expands to RMA
 - This classroom was formerly the academic and social skills focused Life skills classroom at SBA

Rationale:

Transforming the former second section of the Life Skills program into the middle school PROPEL classroom provides opportunities for the students in the PROPEL classroom to have hybrid schedules with EXCEL (formerly known as SLG) at the

RMA. In order to create less transitions for the students with the greatest needs. The ASCEND programming will be housed at Garfield Complex.

3. CAPTURE Programming

CAPTURE is a special education setting tailored that provides support in phonics, reading, writing, number based information, and math.

SY 23-24:

Elementary Level:

- Three classrooms are housed at the Lincoln Elementary School
 - K-2
 - 3-4
 - 5

SY 23-24:

Elementary Level:

- Housed at the Lincoln Elementary School
 - K-2
 - 3-5
 - 5th graders based on need may remain in the sub-separate classroom
 - Fully co-taught grade 5 CAPTURE inclusion room
 - One of the grade 5 classroom will have a full day co-teacher for students ready for inclusion

Middle school:

- A CAPTURE resource room will be added to the Susan B. Anthony
 - This resource room will provide direct interventions while the students spend their day in inclusion.

Rationale:

The expansion of the CAPTURE resource room is based on student need and DESE Dyslexia Guidelines. Currently, students from the Lincoln CAPTURE program are primarily placed in the RMA's EXCEL program or inclusion. By expanding the CAPTURE resource room it opens up more pathways for students with language based disabilities. Furthermore, shifting to a fully co-taught fifth grade classroom provides increased inclusion opportunities and supports the

transition into middle school. Fifth grade students requiring a sub-separate placement can be placed in the 3-5 CAPTURE classroom.

4. IGNITE

IGNITE is a specialized program that supports students in the development of academic, social, and behavioral skills. Academic instruction is near grade-level, with appropriate modifications and/or accommodations to support neurodiverse learning styles. Students receive social inclusion opportunities, and access to academic inclusion opportunities as appropriate for the specific learner.

SY 23-24:

Elementary School Level:

- Beachmont houses the IGNITE (ASD) programming for Early Childhood through first grade.
- Whelan houses the IGNITE (ASD) programming for grades second through fifth.

Middle School Level:

- RMA houses the IGNITE resource room primarily for students in the EXCEL sub-separate classrooms.

SY 24-25:

Elementary School Level:

- Beachmont IGNITE Program:
 - EC - will move to the McKinley school once opened
 - K-1
 - 2-3
 - 4-5
- Whelan IGNITE Program:
 - K-1
 - 2-3
 - 4-5

Middle School Level

- RMA continues to house the IGNITE resource room primarily for students in the EXCEL sub-separate classrooms.
- SBA house IGNITE resource room for students in inclusion.

Rationale:

The students in the IGNITE program benefit from the most consistency and routines. By expanding the IGNITE program to both the Whelan and the Beachmont, it will reduce the amount of transitions for these students. Students will be a part of a school's community for their whole elementary school career. In addition, by adding an IGNITE resource room at the Susan B. Anthony it will increase the number of pathways for these students. The resource room will accommodate students who are fully included in the general education setting by supporting the students with social and executive functioning skills.



THE RIGHT CHOICE IN PROJECT MANAGEMENT



CONSIGLI
Est. 1905

PERKINS —
EASTMAN

REVERE HIGH SCHOOL

**CITY COUNCIL JANUARY 8, 2024- PREFERRED
SCHEMATIC REPORT #2 SUMMARY PRESENTATION**

MEETING OVERVIEW & LOOK-AHEAD

Tonight: Building Committee Communication Update to City Council:

- Review final option selection for the existing site – 4 Story Courtyard option
- Compare/contrast 4 Story Courtyard option to Wonderland

January 16, 2024

- School Committee Update

January 17, 2024

- Building Committee meeting to select the Preferred Option

January TBD

- School Committee Update

January 29, 2024

- **City Council meeting to approve Preferred Option selection**

February 28, 2024

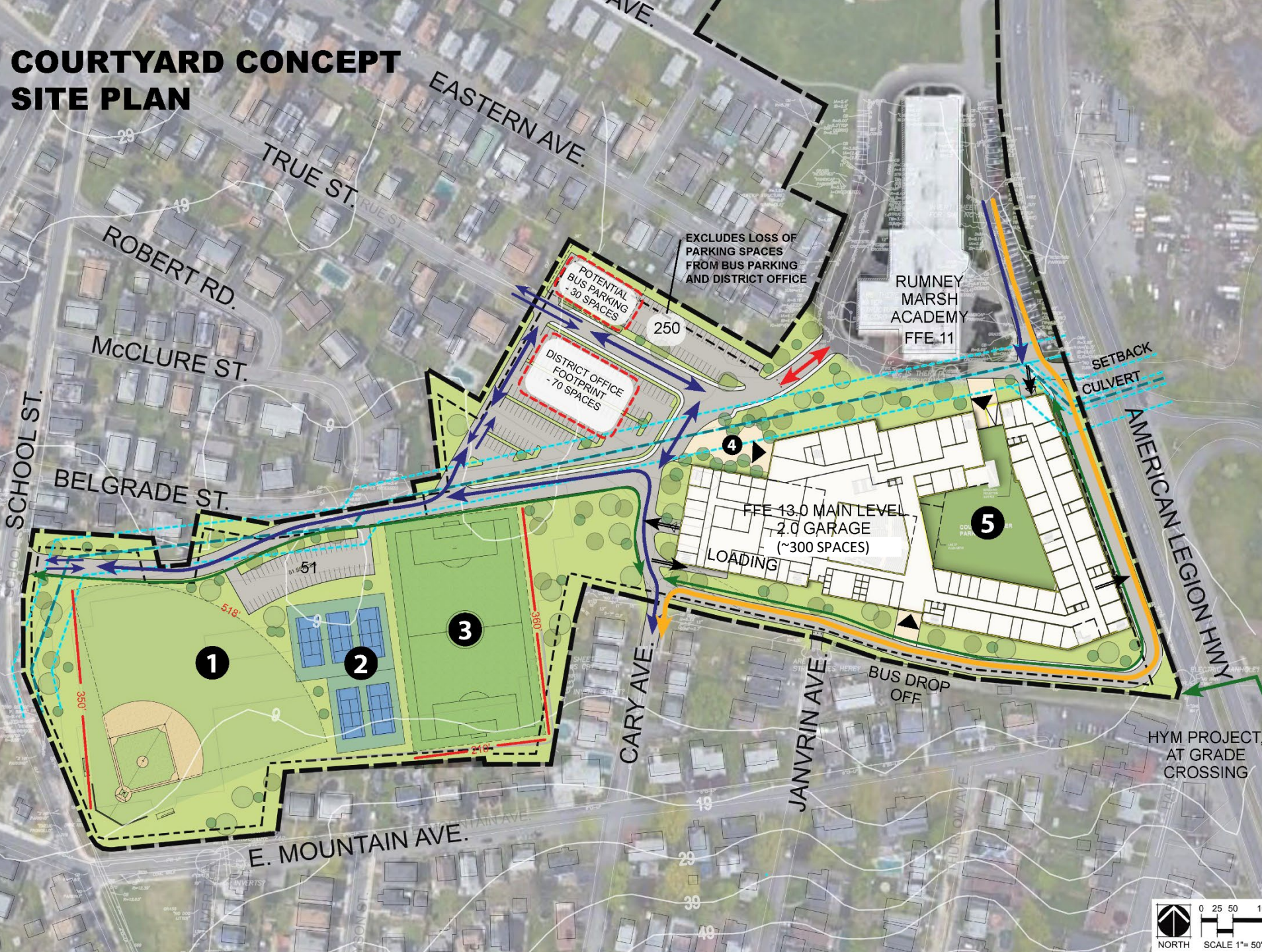
- Deadline to submit report to MSBA

April 24, 2024

- MSBA Board of Directors Meeting to approve submission

COURTYARD
4-STORY

COURTYARD CONCEPT SITE PLAN

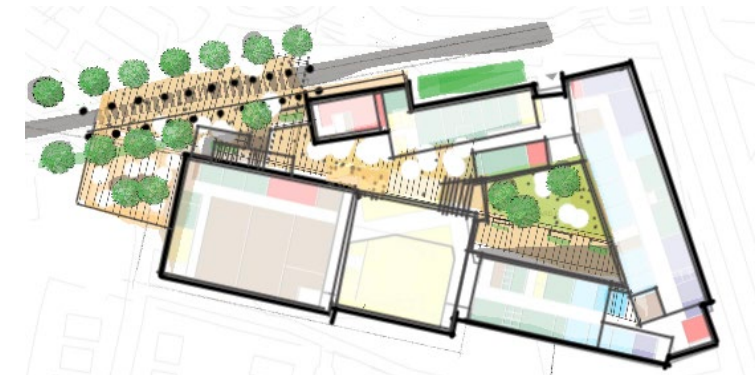


LEGEND

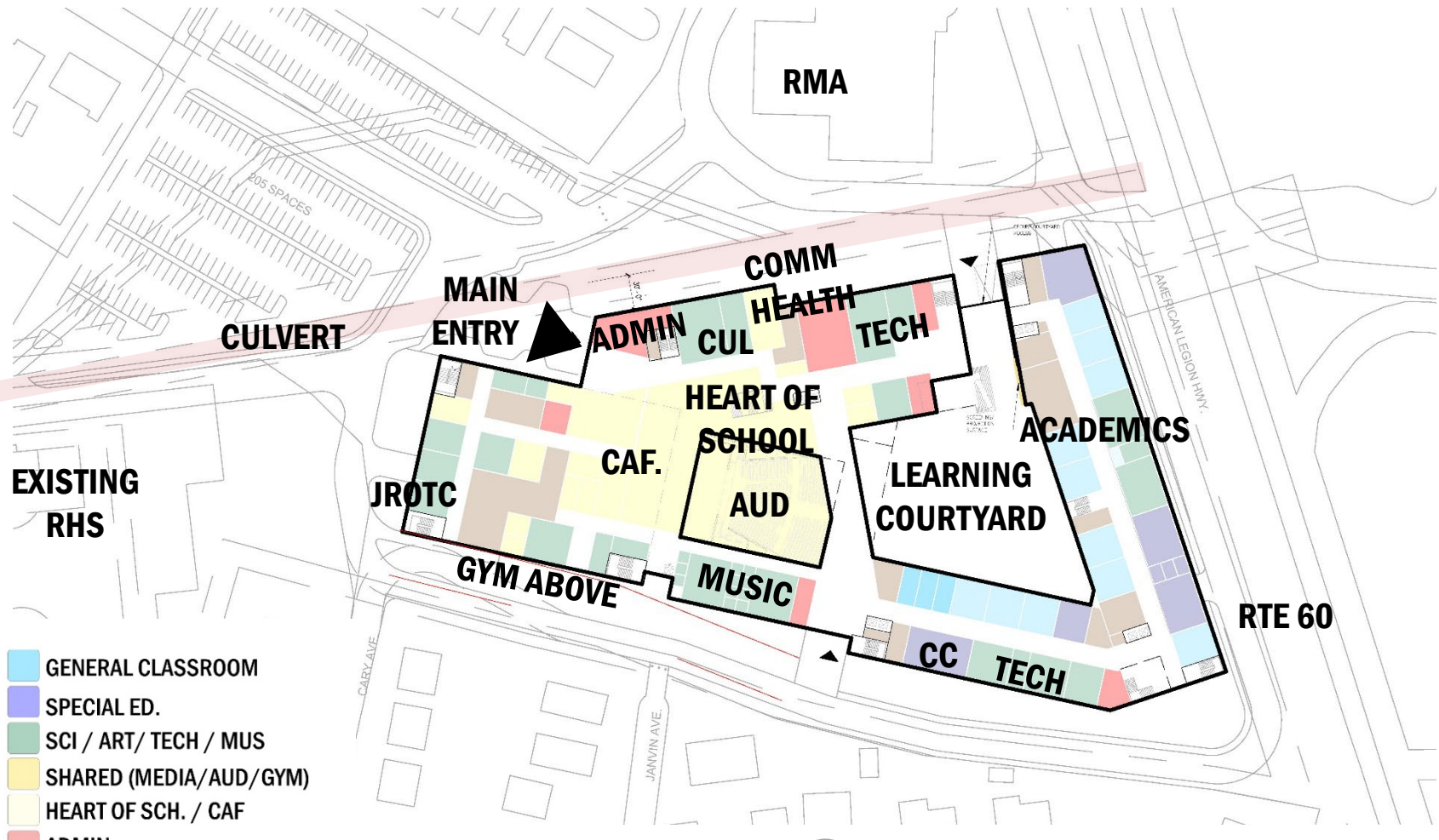
- 1** BASEBALL FIELD
- 2** TENNIS COURTS
- 3** MULTI-USE FIELD
- 4** ENTRANCE PLAZA
- 5** OUTDOOR LEARNING
- PROPERTY BOUNDRY
- PROPERTY SETBACK
- INTERNAL BOUNDARY
- ←** CAR CIRCULATION
- ←** BUS CIRCULATION
- ←** PEDESTRIAN / BIKE LANE
- ←** EMERGENCY ACCESS
- ←** GARAGE AND LOAD DOCK ACCESS
- ▼** BUILDING ENTRY



DESIGN OPTIONS- "COURTYARD 4-STORY"



CONTEXT SKETCH



FIRST FLOOR PLAN

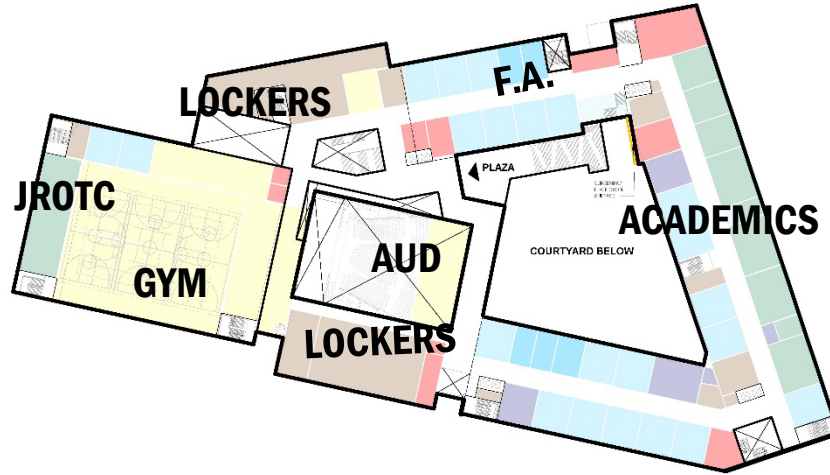
- GENERAL CLASSROOM
- SPECIAL ED.
- SCI / ART/ TECH / MUS
- SHARED (MEDIA/AUD/GYM)
- HEART OF SCH. / CAF
- ADMIN
- SPPT (KITC./CUSTODIAN/TOI.)
- STAIRS

F.A. FRESHMAN ACADEMY

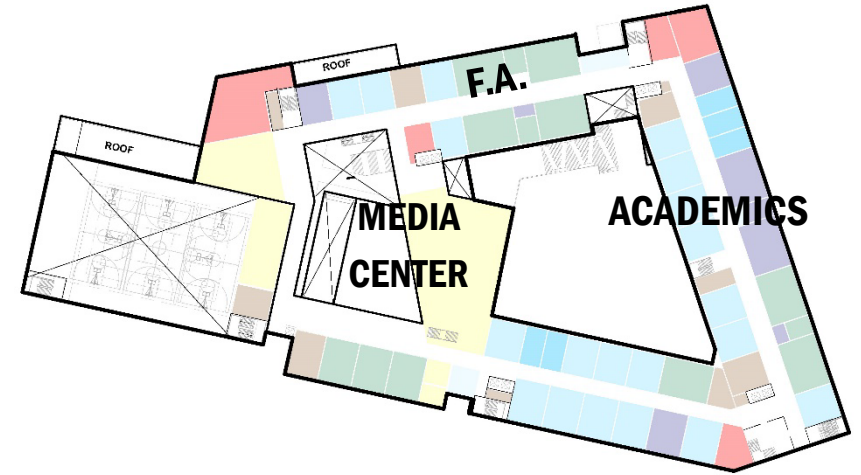
BUILDING DESIGN CONSIDERATIONS

- 3- STORY HEART OF SCHOOL
- 4- STORY FRESHMAN ACADEMY + GRADE 10-12 ACADEMIC WINGS
- GYM NEAR FIELDS
- GYM AND LOCKERS TOGETHER AT SECOND FLOOR
- GOOD SOLAR @ FRESHMAN ACADEMY
- SUB-OPTIMAL E/W FACING ACADEMIC WING
- COMMUNITY ACCESS VIA COURTYARD ENTRY
- MOST ADVENTAGEOUS FROM A SECURITY PERSPECTIVE
- PROXIMITY TO RMA ALLOWS FOR EDUCATIONAL OPPORTUNITIES
- SECURE OUTDOOR LEARNING COURTYARD
- MAIN ENTRY CLOSE PROXIMITY TO PARKING

DESIGN OPTIONS- "COURTYARD 4-STORY"



SECOND FLOOR

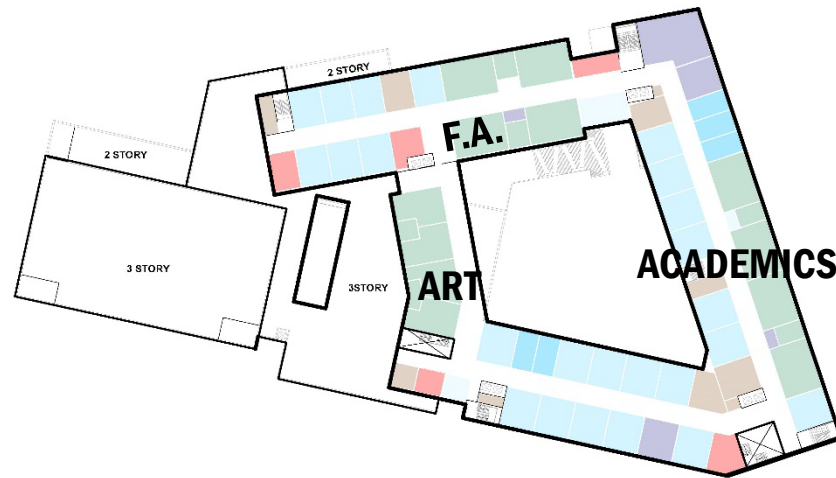


THIRD FLOOR

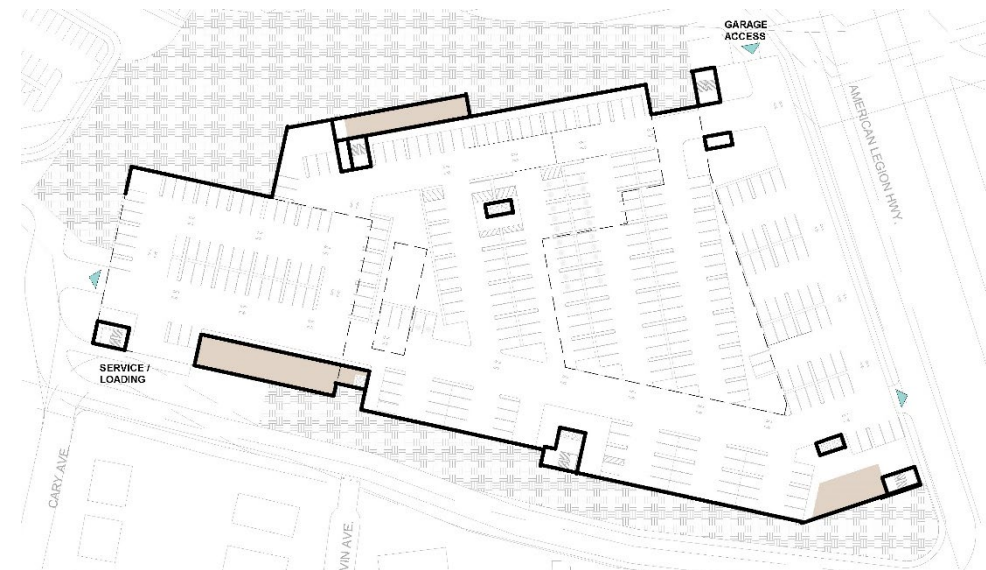


- GENERAL CLASSROOM
- SPECIAL ED.
- SCI / ART/ TECH / MUS
- SHARED (MEDIA/AUD/GYM)
- HEART OF SCH. / CAF
- ADMIN
- SPPT (KITC./CUSTODIAN/TOI.)
- STAIRS

F.A. FRESHMAN ACADEMY

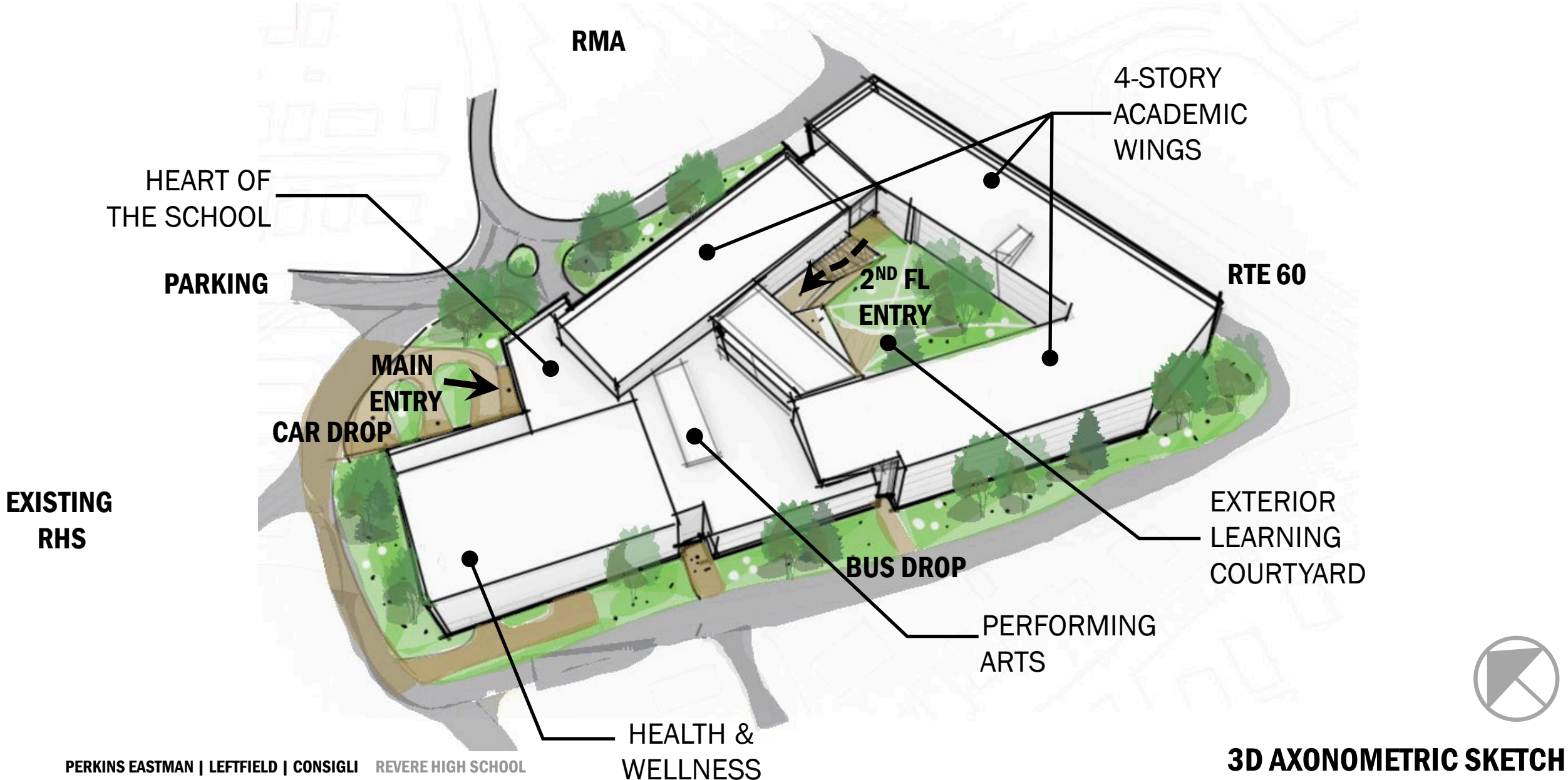


FOURTH FLOOR



UNDER-BUILDING PARKING

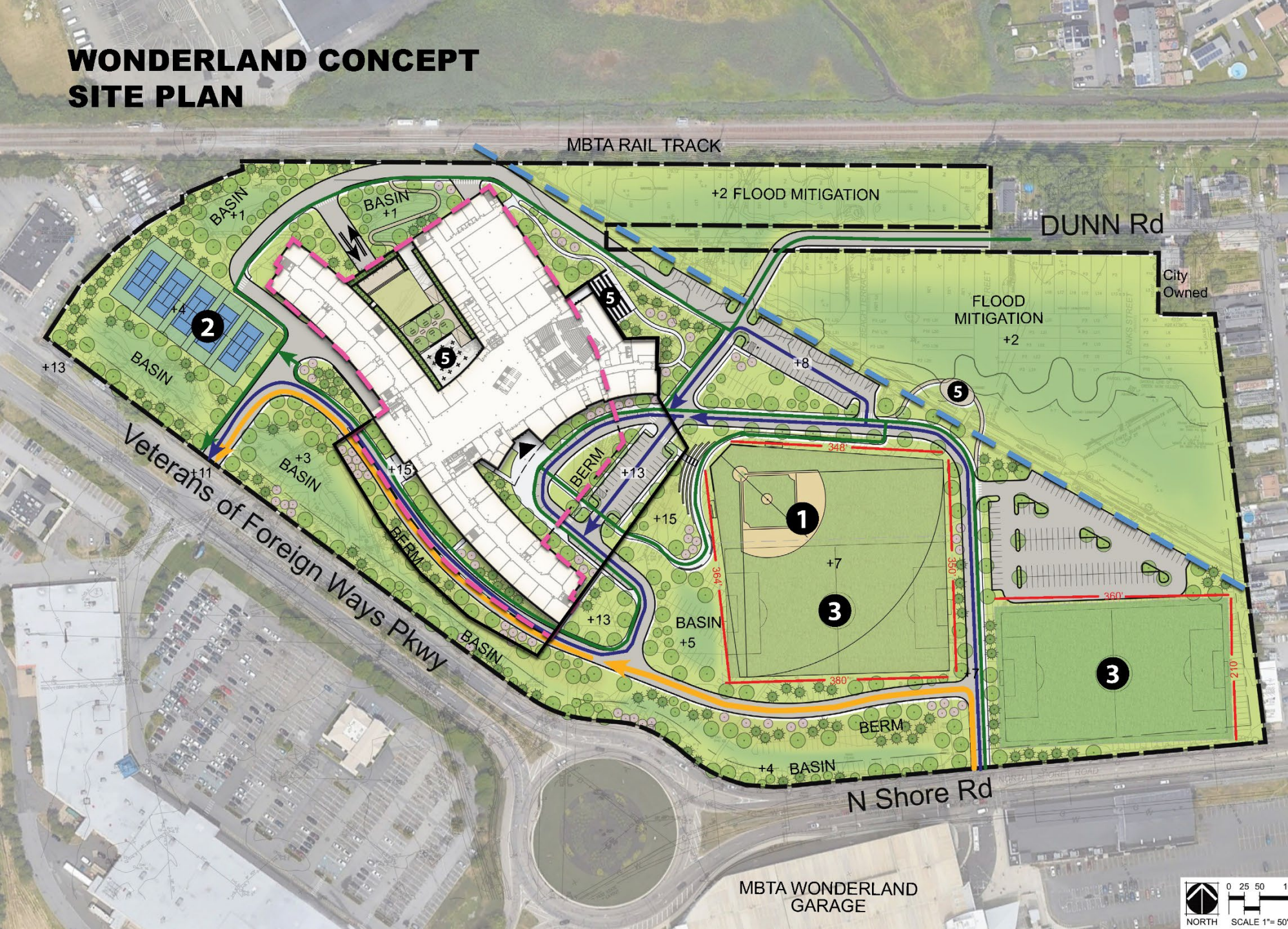
DESIGN OPTIONS- "COURTYARD 4-STORY"



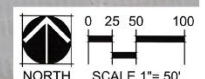
WONDERLAND 4 STORY

WONDERLAND CONCEPT SITE PLAN

LEGEND



- 1** BASEBALL FIELD
- 2** TENNIS COURTS
- 3** MULTI-USE FIELD
- 4** ENTRANCE PLAZA
- 5** OUTDOOR LEARNING
- PROPERTY BOUNDRY
- - -** PROPERTY SETBACK
- - -** INTERNAL BOUNDARY
- ←** CAR CIRCULATION
- ←** BUS CIRCULATION
- ←** PEDESTRIAN / BIKE LANE
- ←** GARAGE AND LOAD DOCK ACCESS
- UNDERGROUND PARKING
- STORMWATER DITCH
- RETAINING WALL
- ▼** BUILDING ENTRY



MBTA WONDERLAND GARAGE

DUNN Rd

City Owned

MBTA RAIL TRACK

+2 FLOOD MITIGATION

FLOOD MITIGATION +2

Veterans of Foreign Ways Pkwy

N Shore Rd

BASIN +1

BASIN +1

BASIN +4

BASIN +3

BASIN +15

BERM +13

BASIN +5

BASIN +7

BASIN +4

BERM +13

BERM

BERM

BERM +13

BERM +15

BERM +13

BERM +15

BERM +13

BERM +15

BERM +13

BERM +15

BERM +13

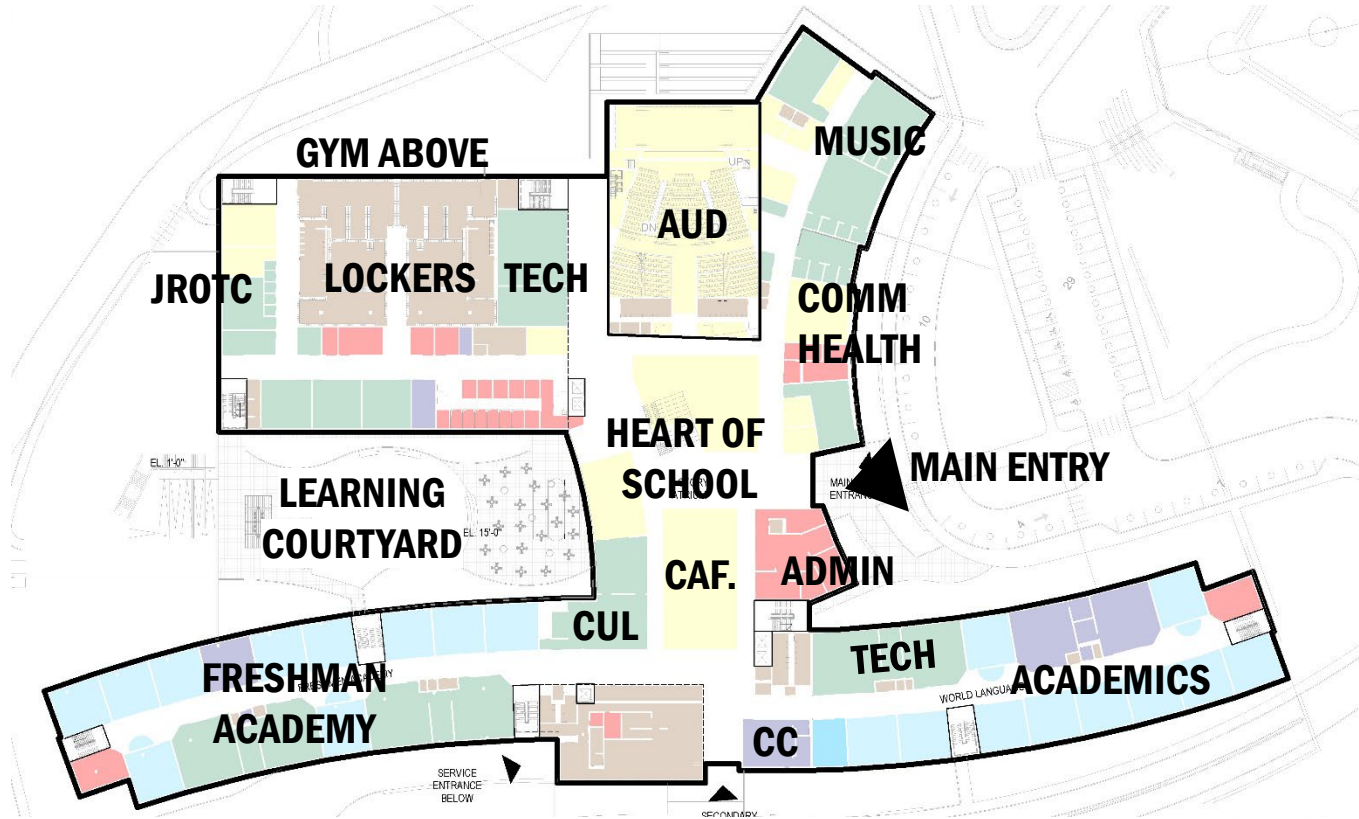
BERM +15

BERM +13









BERM +15

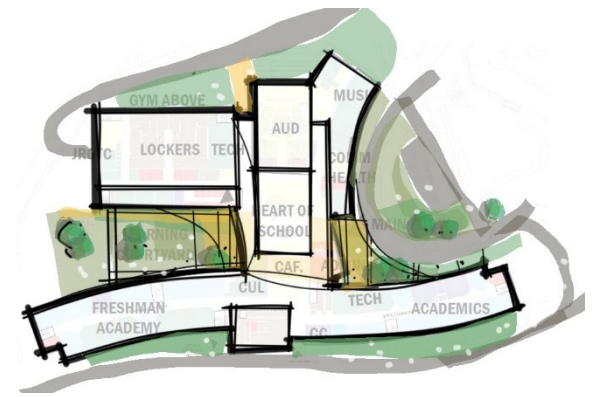
BERM +13

DESIGN OPTIONS- “WONDERLAND 4-STORY”



 **FIRST FLOOR PLAN**

- | | |
|--|---|
|  GENERAL CLASSROOM |  ADMIN |
|  SPECIAL ED. |  SPPT (KITC./CUSTODIAN/TOI.) |
|  SCI / ART/ TECH / MUS |  STAIRS |
|  SHARED (MEDIA/AUD/GYM) | F.A. FRESHMAN ACADEMY |
|  HEART OF SCH. / CAF | |

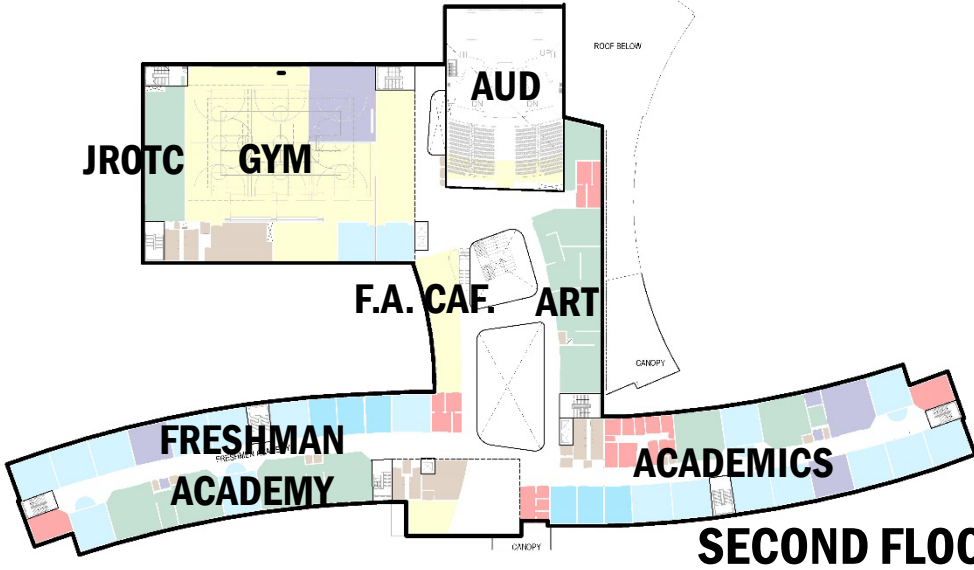


CONTEXT SKETCH

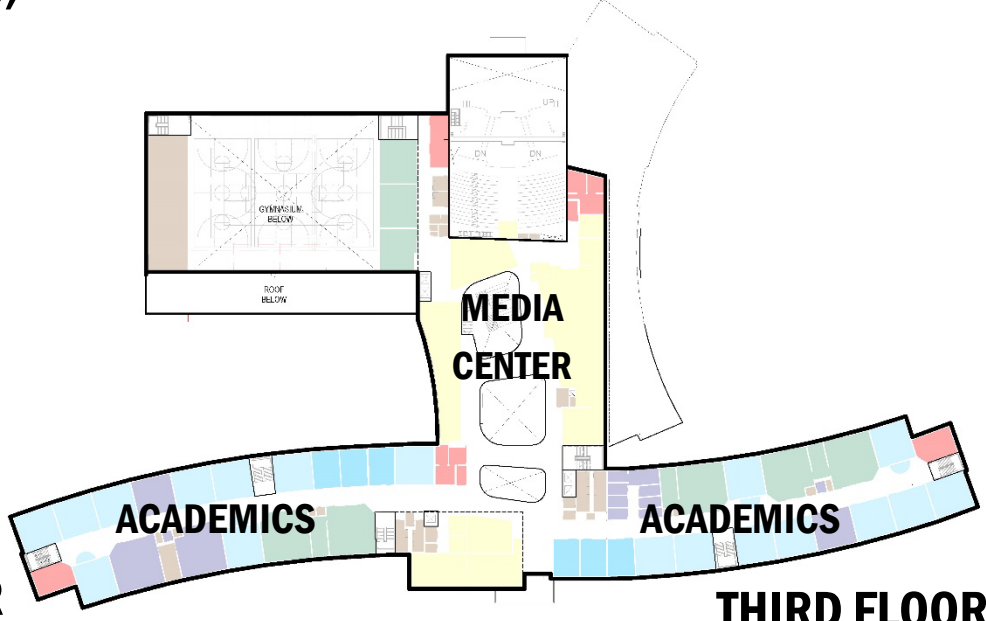
BUILDING DESIGN CONSIDERATIONS

- HEART OF SCHOOL HAS IDEAL EDUCATIONAL PROGRAM CONNECTIONS
- IDEAL N/S SOLAR ORIENTATION FOR ACADEMIC WINGS
- OPPORTUNITY TO UPDATE PLAN TO GET GYM & LOCKER ROOMS ON SAME FLOOR
- GYM/LOCKER ROOMS ADJACENT TO PLAYING FIELDS
- LONG TRAVEL DISTANCES
- SITE PROVIDES A MORE SECURE ENVIRONMENT
- NATURAL SITE BOUNDARIES PROVIDE LAYERS OF PROTECTION
- SITE AND BUILDING ALLOW COMPARTMENTALIZATION IN THE EVENT OF EMERGENCY
- NATURALLY BUILT OUTDOOR LEARNING SPACES AND OPPORTUNITIES
- ADDS OUTDOOR ATHLETIC FACILITIES TO THE CITY
- CLARITY OF PROGRAMMATIC ORGANIZATION/ EDUCATIONAL NEIGHBORHOODS

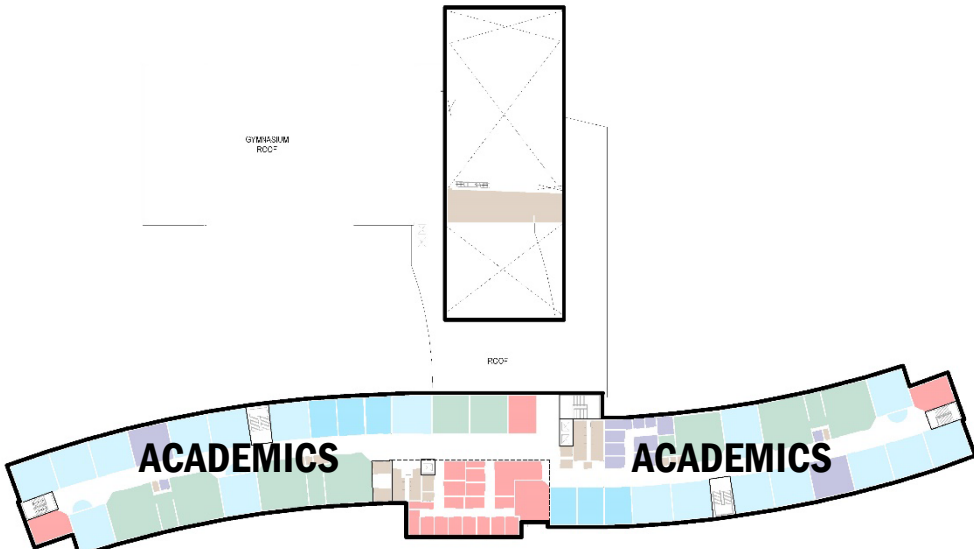
DESIGN OPTIONS- "WONDERLAND 4-STORY"



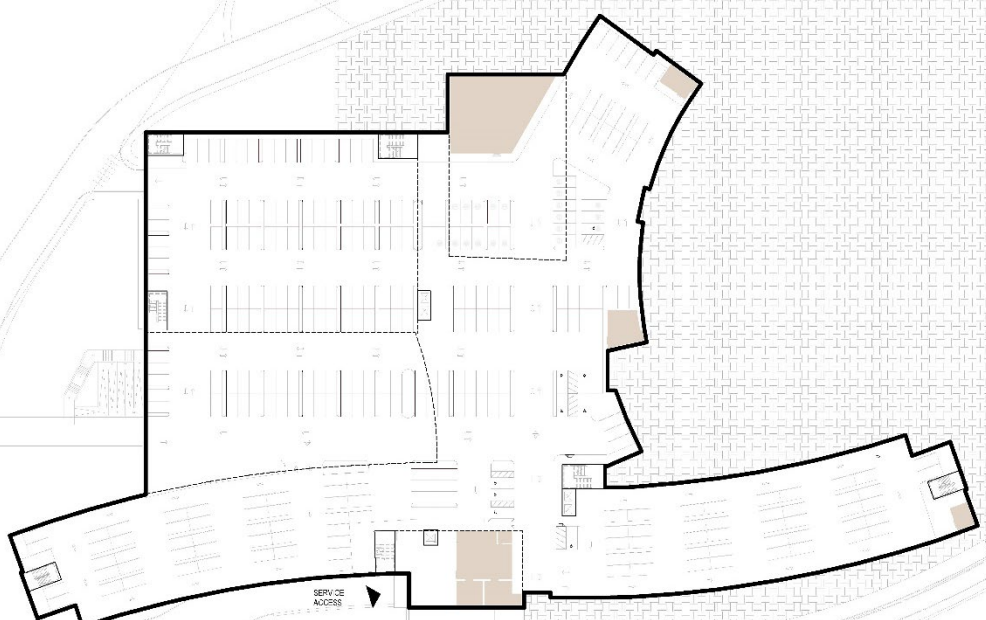
SECOND FLOOR



THIRD FLOOR



FOURTH FLOOR



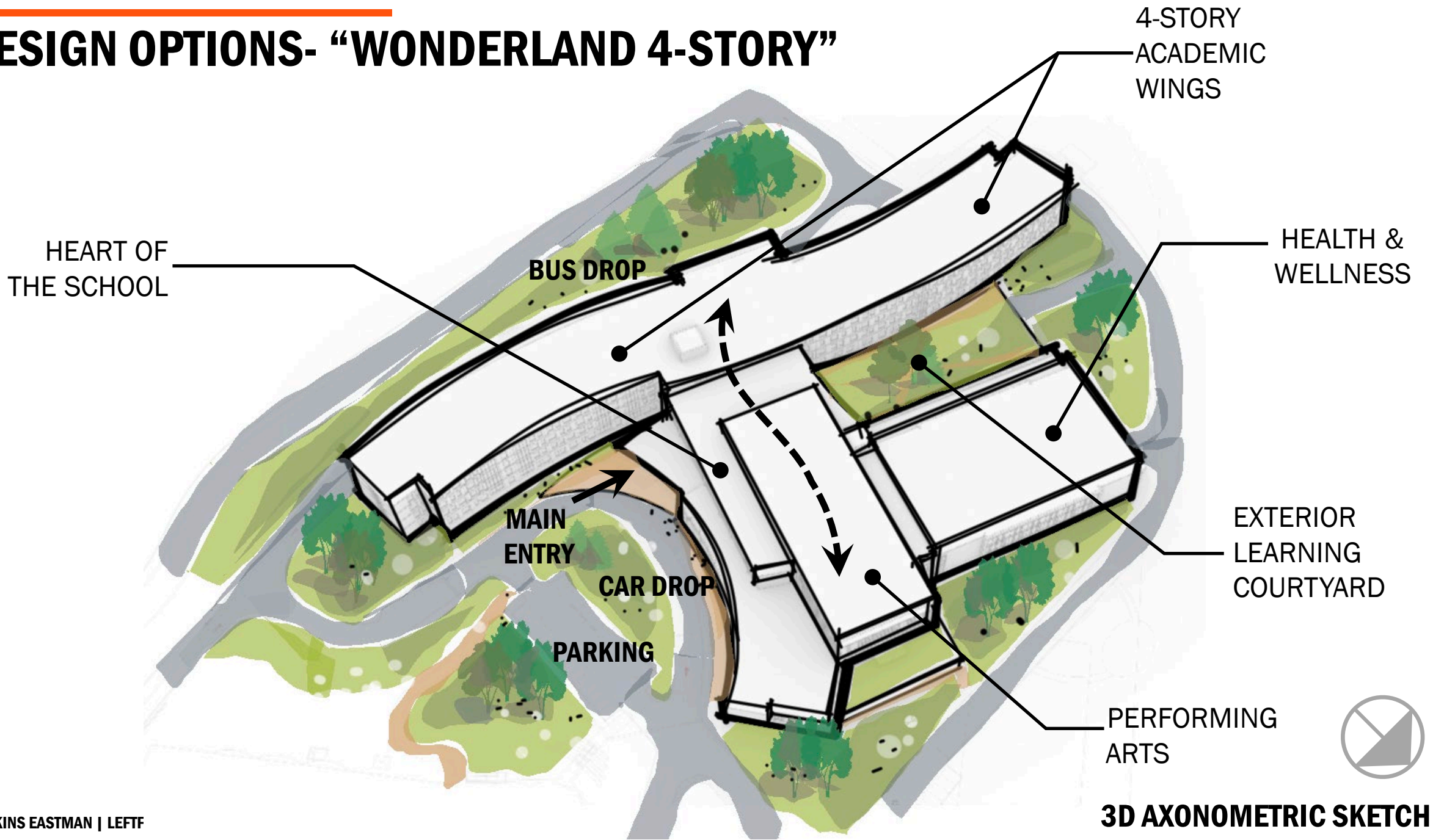
UNDER-BUILDING PARKING



- GENERAL CLASSROOM
- SPECIAL ED.
- SCI / ART / TECH / MUS
- SHARED (MEDIA/AUD/GYM)
- HEART OF SCH. / CAF
- ADMIN
- SPPT (KITC./CUSTODIAN/TOI.)
- STAIRS

F.A. FRESHMAN ACADEMY

DESIGN OPTIONS- "WONDERLAND 4-STORY"



LOGISTICS COMPARISON

EXISTING HS:



PROs:

none

CONS:

- major impact to onsite parking
- difficult site access
- potential culvert impacts
- increased General Requirements
- 1 additional year of construction

WONDERLAND:



PROs:

- better site access
- minimal residential impacts
- onsite contractor parking and laydown
- project is completed sooner (no demolition)
- no impact to existing sports fields
- better utility coordination

CONS:

- higher water table

EXISTING SITE VS. WONDERLAND COST COMPARISON

	COURTYARD 4 SCHEME		WONDERLAND	
<u>Base Project:</u>				
Construction Costs Only	\$ 419,953,527	<i>Cost/SqFt:</i>	\$ 412,006,854	<i>Cost/SqFt:</i>
Total High School Cost	\$ 501,086,907	\$968	\$ 493,217,901	\$950
Land Acquisition	\$ -		\$ 29,500,000	
Ambrose Field	\$ 4,208,961		\$ -	
Culvert Project (On-site)	\$ 40,000,000		\$ -	
Administration Building (Off-Site)	\$ 5,000,000		\$ -	
Total Project Costs	\$ 550,295,868		\$ 522,717,901	
Maximum MSBA Grant	\$ 239,461,932	<i>Effective Reimb:</i>	\$ 234,117,356	<i>Effective Reimb:</i>
Cost to Reverse	\$ 310,833,936	47.8%	\$ 288,600,545	47.5%
<i>Delta from Courtyard 4 Scheme</i>	\$ -		\$ (22,233,391)	

Notes:

1. Ambrose Field temporary parking is required to build on the existing site.
2. An allowance for potential permanent and/or temporary culvert work is required to be authorized in tandem with a Project on the existing site. A determination on whether these funds will be expended for protection, temporary fixes (in the event of a failure during construction) or a permanent fix will be determined in a future phase of the Project.
3. The \$5m value for replacement administrative offices represents an order-of-magnitude cost to replace that facility off-site at an existing to-be-determined location. The estimated value to build a new free-standing administrative office building in the existing site parking lot is \$9m.
4. All values here represent new budget authorizations associated with either project. The already-expended value for Wonderland land acquisition is not included.

EXISTING SITE VS. WONDERLAND SCHEDULE SUMMARY

	EXISTING SITE	WONDERLAND
Phase	Timeframe	Timeframe
Culvert Replacement / Site Prep	December 2024 – March 2025	N/A
New Building Construction	March 2025 – August 2028	March 2025 – August 2028
New Building Occupancy	August 2028	August 2028
Phase 2 Demolition & Sitework	September 2028 – June 2029	N/A
Project Completion	December 2029	February 2029
MSBA Audit Closeout	Spring 2030	Spring 2029
Ambrose Field Offline	December 2024 – July 2029	N/A
Erricola Fields Offline	December 2024 – July 2029	N/A
New Admin. Office Deadline	August 2028	N/A

DESIGN OPTIONS COMPARISON

NEW AT EXISTING / NEW AT WONDERLAND

COURTYARD

4- STORY

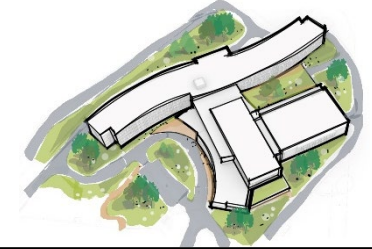
~300 SURFACE + ~300 UNDER
 2 FIELDS + 5 TENNIS
 18.9 ACRES
 CAR QUEUE: 954' /47 CARS
 BUS QUEUE: 1256' /28 BUSES



WONDERLAND

4- STORY

~300 SURFACE + ~300 UNDER
 2 FIELDS + 5 TENNIS
 27.3 ACRES
 CAR QUEUE: 1235' /61 CARS
 BUS QUEUE: 880' /19 BUSES



- 3- STORY HEART OF SCHOOL
- **4- STORY FRESHMAN ACADEMY + GRADE 10-12 ACADEMIC WINGS**
- GYM NEAR FIELDS
- **GYM AND LOCKERS TOGETHER AT SECOND FLOOR**
- GOOD SOLAR @ FRESHMAN ACADEMY
- SUB-OPTIMAL E/W FACING ACADEMIC WING
- **COMMUNITY ACCESS VIA COURTYARD ENTRY**
- **MOST ADVENTAGEOUS FROM A SECURITY PERSPECTIVE**
- PROXIMITY TO RMA ALLOWS FOR EDUCATIONAL OPPORTUNITIES
- **SECURE OUTDOOR LEARNING COURTYARD**
- **MAIN ENTRY CLOSE PROXIMITY TO PARKING**

- **HEART OF SCHOOL HAS IDEAL EDUCATIONAL PROGRAM CONNECTIONS**
- **IDEAL N/S SOLAR ORIENTATION FOR ACADEMIC WINGS**
- OPPORTUNITY TO UPDATE PLAN TO GET GYM & LOCKER ROOMS ON SAME FLOOR
- GYM/LOCKER ROOMS ADJACENT TO PLAYING FIELDS
- LONG TRAVEL DISTANCES
- **SITE PROVIDES A MORE SECURE ENVIRONMENT**
- NATURAL SITE BOUNDARIES PROVIDE LAYERS OF PROTECTION
- **SITE AND BUILDING ALLOW COMPARTMENTALIZATION IN THE EVENT OF EMERGENCY**
- NATURALLY BUILT OUTDOOR LEARNING SPACES AND OPPORTUNITIES
- **ADDS OUTDOOR ATHLETIC FACILITIES TO THE CITY**
- CLARITY OF PROGRAMMATIC ORGANIZATION/ EDUCATIONAL NEIGHBORHOODS

TOTAL PROJECT COST:
\$550,295,868

TOTAL PROJECT COST:
\$522,717,901

SITE COMPARISONS

NEW AT EXISTING HIGH SCHOOL/ERRICOLA PARK

COURTYARD

4- STORY

~300 SURFACE + ~300 UNDER
 2 FIELDS + 5 TENNIS
 18.9 ACRES
 CAR QUEUE: 954' /47 CARS
 BUS QUEUE: 1256' /28 BUSES



EXISTING SCHOOL SITE CONSIDERATIONS

GENERAL SITE CONSIDERATIONS

- CENTRALLY LOCATED IN CITY & HIGHLY WALKABLE- NO NEED FOR PARENTS/STUDENTS TO CHANGE HOW THEY CURRENTLY TRAVEL TO/FROM SCHOOL
- ANY IMPROVEMENTS TO ROUTE 60 WILL BE HIGHLY REGULATED BY MASS DOT
- FLOOD ZONE REQUIRES BLDG RAISED +/- 2' OVER FLOOD PLAIN
- REQUIRES -ARTICLE 97 - LEGISLATION REQ'D FOR TWO PARKS (AMBROSE & ERRICOLA) AT PROJECT COMPLETION TWO PARKS REMAIN LIMITING/PRECLUDING ANY FUTURE DEVELOPMENT ON-SITE
- RESTRICTED SITE ACCESS – DURING CONST. & IN FINAL DESIGN
- CULVERT SPLITS SITE & REQUIRES REPLACEMENT AT SIGNIFICANT COST
- EDUCATIONAL DISRUPTION DURING CONSTRUCTION
- ATHLETIC/FIELD DISRUPTION DURING CONSTRUCTION
- LIMITED CONTRACTOR AREA/LAY-DOWN/PARKING- NEED REAL ESTATE FOR ~12 CONSTRUCTION TRAILERS
- GEOTHERMAL LIMIT (100 WELLS/ACRE)
- REMOTE PARKING REQUIRED DURING CONSTRUCTION
- DISLOCATION OF DISTRICT ADMINISTRATION

GENERAL TRAFFIC CONSIDERATIONS

- TRAFFIC CONFLICTS WITH RMA
- LACKS SPACE FOR BUS PARKING
- ANY TRAFFIC RELIEVING MEASURES MAY CAUSE UNDESIREABLE CAMPUS CUT-THROUGHS
- CONSTRUCTION WILL CAUSE MODIFICATIONS TO CURRENT CIRCULATION TO ACCOMMODATE CONSTRUCTION STAGING

COUTYARD SITE CONSIDERATIONS

- CONSTRICTED LOADING & SERVICE ACCESS
- BUS, LOADING AND PEDESTRIAN CONFLICTS AT CARY AVE.
- SIZEABLE ENTRY PLAZA AND LANDSCAPE SPACES
- ADEQUATE ATHLETIC PROGRAM
- GOOD ORIENTATION FOR BASEBALL FIELD

COUTYARD TRAFFIC CONSIDERATIONS

- RELATIVELY BETTER THAN BOTH TRIANGLE CONCEPTS FROM A TRAFFIC AND CIRCULATION PERSPECTIVE

NEW AT WONDERLAND

WONDERLAND

4-STORY

~300 SURFACE + ~300 UNDER
 2 FIELDS + 5 TENNIS
 27.3 ACRES
 CAR QUEUE: 1235' /61 CARS
 BUS QUEUE: 880' /19 BUSES



WONDERLAND SITE CONSIDERATIONS

GENERAL SITE CONSIDERATIONS

- FLOOD ZONE REQUIRES BLDG RAISED +/- 5' OVER FLOOD PLAIN
- POTENTIAL FUTURE LOSS OF TAX-INCOME FOR THE CITY
- CLOSE PROXIMITY TO HIGHWAY & TRAIN
- LOW WALKABILITY (CUT OFF/ISOLATED) HIGHWAY AND OPERATIONAL RAILROAD TRACK
- ALLOWS REPURPOSING OF OLD HIGH SCHOOL
- LARGE AREAS REQUIRED FOR FLOOD MITIGATION
- EASE OF ACCESS AND CIRCULATION
- SEPARATE CAR + BUS DROPOFF ROUTES
- OPPORTUNITIES FOR USE OF FLOOD MITIGATION AREAS FOR HABITAT, EDUCATION AND RECREATION
- GENEROUS COURTYARD LANDSCAPE SPACES
- SPACE FOR VEGETATED BUFFERS BETWEEN ROADS, RAILROAD TRACKS AND SCHOOL
- OPPORTUNITY FOR BUS PARKING AT RHS SITE

GENERAL TRAFFIC CONSIDERATIONS

- MORNING TRAFFIC IMPACTED; AFTERNOON TRAFFIC NOT IMPACTED
- LIKELY TO PRODUCE HIGHER BUS + CAR USE THAN EXISTING SITE
- MAY INCREASE TRAFFIC IN THE SAGAMORE STREET NEIGHBORHOOD
- SUBSTANTIALLY MORE ROADWAY IMPROVEMENTS REQUIRED COMPARED TO EXISTING SITE

SITE COMPARISONS

NEW AT EXISTING HIGH SCHOOL/ERRICOLA PARK

COURTYARD

4- STORY

~300 SURFACE + ~300 UNDER
2 FIELDS + 5 TENNIS
18.9 ACRES
CAR QUEUE: 954' /47 CARS
BUS QUEUE: 1256' /28 BUSES



EXISTING SCHOOL SITE CONSIDERATIONS

FLOODING/WETLANDS IMPACTS

- PORTIONS OF THE SITE ARE WITHIN A 100-YEAR FLOOD ZONE, AREAS BELOW ELEVATION 11 CANNOT BE FILLED WITHOUT PROVIDING COMPENSATORY STORAGE.
- MAY EXPERIENCE FUTURE INLAND FLOODING IF UPSTREAM AND DOWNSTREAM CAPACITY ISSUES ARE NOT RESOLVED.
- WETLANDS PROTECTION ACT PERMITTING IS LIMITED PROVIDING COMPENSATORY STORAGE ASSOCIATED WITH THE 100-YEAR FLOOD ZONE; NO OTHER WETLAND RESOURCES LOCATED ON THE SITE.

UTILITIES

- UTILITY RELOCATION REQUIRED:
 - CULVERT SPLITS SITE – AT END OF USEFUL LIFE AND WILL REQUIRE REPLACEMENT AT SOME POINT
 - EXISTING ELECTRIC DUCTBANK WILL NEED TO BE RELOCATED AS NECESSARY TO ALLOW FOR NEW SCHOOL BUILDING.
- UTILITIES SERVICE CONNECTION POINTS LOCATED ON SITE OR IN NEARBY ROADWAYS.

PERMITTING

ENVIRONMENTAL PERMITS REQUIRED -

- EENF - EXPANDED ENVIRONMENTAL NOTIFICATION FORM /SEIR – SINGLE ENVIRONMENTAL IMPACT REPORT (12-14 MONTHS)
- ARTICLE 97 – (10-12 MONTHS)
- NOI – LOCAL

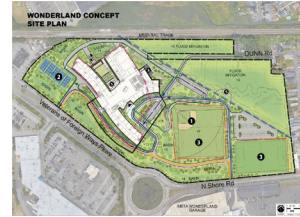
MORE RISKY FROM A PERMITTING STANDPOINT – ARTICLE 97 MUST GO THRU A PROCESS WITH THE STATE LEGISLATURE AND HOW THEY ULTIMATELY RULE ON THIS IS UNKNOWN

NEW AT WONDERLAND

WONDERLAND

4-STORY

~300 SURFACE + ~300 UNDER
2 FIELDS + 5 TENNIS
27.3 ACRES
CAR QUEUE: 1235' /61 CARS
BUS QUEUE: 880' /19 BUSES



WONDERLAND SITE CONSIDERATIONS

FLOODING/WETLANDS IMPACTS

- WETLAND RESOURCE AREAS REQUIRING PERMITTING: BORDERING VEGETATED WETLAND, NON-BORDERING FRESHWATER WETLANDS, BANK/MEAN ANNUAL WATER LINE, RIVERFRONT AREA, BORDERING LAND SUBJECT TO FLOODING/LAND SUBJECT TO COASTAL STORM FLOWAGE;
- ELEVATION OF 100-YEAR BORDERING LAND SUBJECT TO FLOODING TO BE FINALIZED/CONFIRMED. COMPENSATORY STORAGE (NO FILLING) IS REQUIRED IN AREAS BELOW THAT ELEVATION.
- - FLOODING ASSOCIATED WITH COASTAL STORM FLOWAGE PROJECTED TO BECOME MORE FREQUENT AND SEVERE IN THE FUTURE DUE TO THE EFFECTS OF SEA LEVEL RISE AND GLOBAL WARMING.
- WETLAND REPLICATION MAY BE REQUIRED.

UTILITIES

- UTILITY RELOCATION REQUIRED INCLUDING SOME DRAIN AND SEWER LINES SERVING ADJACENT ROADS AND SITES CURRENTLY RUNNING THROUGH THE PARCEL.
 - RELOCATION OF EXISTING 24" RCP SEWER LINE
 - RELOCATION OF EXISTING 36" RCP DRAIN LINE
- UTILITIES SERVICE CONNECTION POINTS ON SITE OR IN NEARBY ROAD

PERMITTING

ENVIRONMENTAL PERMITS REQUIRED -

- EENF - EXPANDED ENVIRONMENTAL NOTIFICATION FORM /SEIR – SINGLE ENVIRONMENTAL IMPACT REPORT (12-14 MONTHS)
- ANRAD – LOCAL
- NOI – LOCAL
- CHAPTER 91 LICENSE – (10-12 MONTHS)
- ARMY CORP – SELF VERIFICATION NOTICE ONLY

CHAPTER 91 WATERWAYS PERMITTING DUE TO THE ECD AND THE HISTORIC HIGH TIDE LINES AND TIDAL INFLUENCES ON THE ECD MAY HAVE AN EFFECT ON THE NORTHEASTERN PORTION OF THE SITE



THE RIGHT CHOICE IN PROJECT MANAGEMENT



CONSIGLI
Est. 1905

PERKINS —
EASTMAN

REVERE HIGH SCHOOL

**CITY COUNCIL JANUARY 8, 2024- PREFERRED
SCHEMATIC REPORT #2 SUMMARY PRESENTATION**

The Islamic Education School (T.I.E.S.) Revere

School Plan



41 Marble Street
Revere, MA 02151

Overview

- Full-time Non-profit Islamic Private School
- Currently operating with grades K-2
- Seeking approval for opening grades 3-5



Current TIES Schools

- California
- Florida
- Philadelphia
- Revere (MA)
- DigiTIES (Virtual School)



Guiding Principles

Islamic

TIES is fully subject to our moderate Islamic principles in all teaching areas. We embrace the Holy Book of Al-Qur'an as the primary guideline in our teachings while incorporating all aspects of education, technology, lifestyle and other matters.

Modern

We recognize that the world is changing at a very fast rate in terms of technology and the way of doing things. Therefore, we work hard to utilize the latest technologies in our teaching while practicing well-known and proven education methods.

Students First

TIES gives priority in all matters to students. All the decisions made by the board members revolve around the students. We aim to ensure that our students are fully comfortable within the school environment and are receiving top quality education and services.

Authenticity

At TIES, the values of the school, principles, and actions are all aligned. We place a great value on the school's personality and image despite the surrounding challenges. We do not compromise our values and principles due to any external factor.

Relationships

We recognize that education has three key shareholders: students, teachers, and families. Therefore, we strive at ensuring a strong connection between all entities. All our teachers are easily accessible to both parents and students.

Education

We embrace a learning approach that enables us to unleash all aspects of the student's personality in terms of emotions, intellect, body, and imagination. The approach ensures an effective and comprehensive methodology for students in their learning.

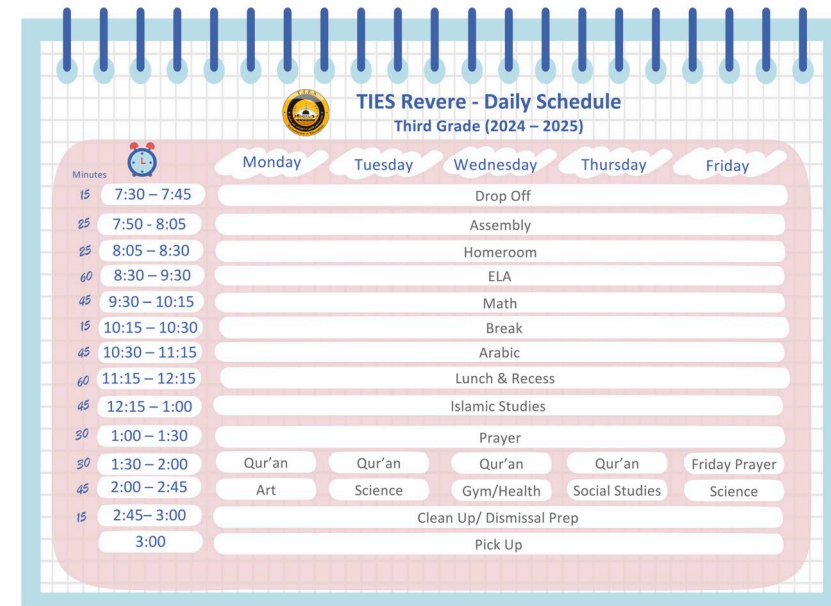
Qualities of our Private School

- Academic Profile
 - High-Quality Instruction
 - Standard-Based Curriculum
 - Islamic Focused Approach
 - Small Class Size
- School Culture
 - Safe and Secure Environment
 - Community Relations
 - Diverse Environment
 - Applying Muslim Values
 - Experienced Branches School



School Schedule

- Monday-Friday
- 7:50AM-3:00PM
- Subjects:
 - Math
 - Science
 - Social Studies
 - ELA
 - Reading
 - Writing
 - Qur'an
 - Islamic Education
 - Arabic
- Annual Calendar
 - 180 Required Days

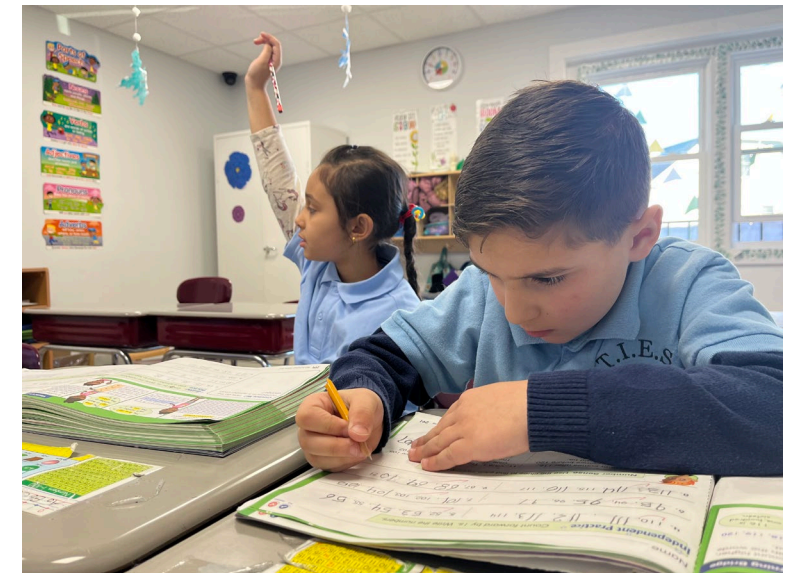


The image shows a spiral-bound notebook with a grid for a daily schedule. The title is "TIES Revere - Daily Schedule Third Grade (2024 - 2025)". The grid has columns for Monday, Tuesday, Wednesday, Thursday, and Friday. The rows represent time slots in 15-minute increments, starting from 7:30 AM and ending at 3:00 PM. The schedule is as follows:

Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	
15	7:30 - 7:45				Drop Off	
25	7:50 - 8:05				Assembly	
25	8:05 - 8:30				Homeroom	
60	8:30 - 9:30				ELA	
45	9:30 - 10:15				Math	
15	10:15 - 10:30				Break	
45	10:30 - 11:15				Arabic	
60	11:15 - 12:15				Lunch & Recess	
45	12:15 - 1:00				Islamic Studies	
50	1:00 - 1:30				Prayer	
30	1:30 - 2:00	Qur'an	Qur'an	Qur'an	Qur'an	Friday Prayer
45	2:00 - 2:45	Art	Science	Gym/Health	Social Studies	Science
15	2:45 - 3:00					Clean Up/ Dismissal Prep
	3:00					Pick Up

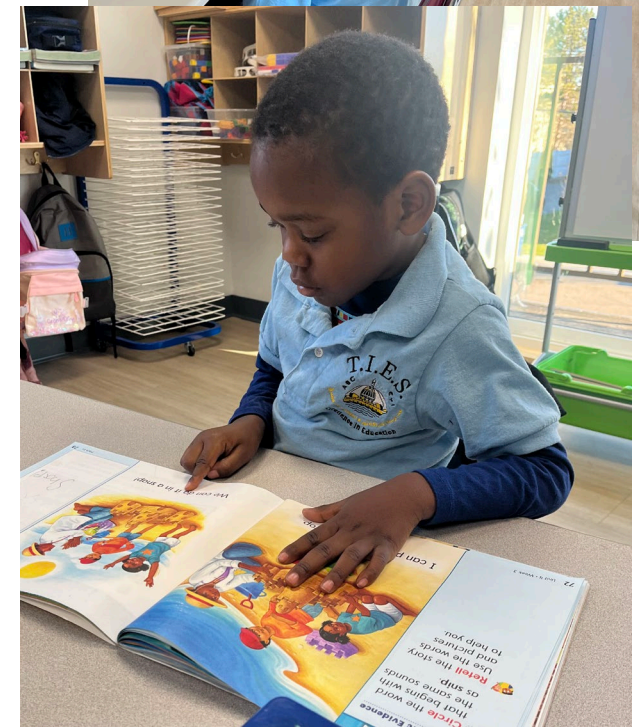
Curriculum

- Curriculum aligned with MA Standards
- Books:
 - **ELA:** McGraw Hill Wonders
 - **Math:** Savvas EnVision Math
 - **Science:** HMH Science Dimensions
 - **Social Studies:** McGraw Hill Impact Social Studies
 - **Health:** McGraw Hill Health and Wellness
 - Qur'an, Arabic, and Islamic Studies



Assessments

- Quarterly School Year
 - Progress Reports
 - Report Cards
- NWEA's MAP Testing
- MCAS



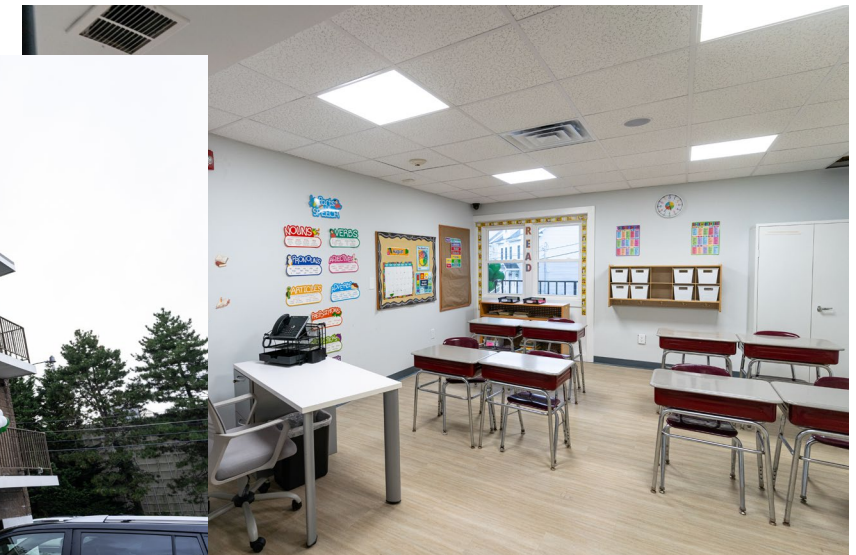
School Staff

- Qualified Teachers
- Adequate Student/Teacher Ratio
- Regular Staff Evaluation
- Well Trained
- Experienced & Professional
- Current CORI Records



Our Facilities

- Safe Environment
- Latest Technology & Equipment
- Newly Designed Classrooms
- Indoor & Outdoor Recess Area



Contact Us

- **Website:** ma.tiesusa.org
- **Phone Number:** 781-232-3579
- **Email:** contact@ma.tiesusa.org
- **Address:** 41 Marble Street
Revere, MA 02151





TIES Revere - Daily Schedule

Third Grade (2024 – 2025)



Minutes

Monday

Tuesday

Wednesday

Thursday

Friday

15

7:30 – 7:45

Drop Off

25

7:50 - 8:05

Assembly

25

8:05 – 8:30

Homeroom

60

8:30 – 9:30

ELA

45

9:30 – 10:15

Math

15

10:15 – 10:30

Break

45

10:30 – 11:15

Arabic

60

11:15 – 12:15

Lunch & Recess

45

12:15 – 1:00

Islamic Studies

30

1:00 – 1:30

Prayer

30

1:30 – 2:00

Qur'an

Qur'an

Qur'an

Qur'an

Friday Prayer

45

2:00 – 2:45

Art

Science

Gym/Health

Social Studies

Science

15

2:45– 3:00

Clean Up/ Dismissal Prep

3:00

Pick Up



TIES Revere - Daily Schedule

Fourth Grade (2024 – 2025)



Minutes

Monday

Tuesday

Wednesday

Thursday

Friday

15	7:30 – 7:45					Drop Off
25	7:50 - 8:05					Assembly
25	8:05 – 8:30					Homeroom
60	8:30 – 9:30					ELA
45	9:30 – 10:15					Math
15	10:15 – 10:30					Break
45	10:30 – 11:15					Arabic
60	11:15 – 12:15					Lunch & Recess
45	12:15 – 1:00					Islamic Studies
30	1:00 – 1:30					Prayer
30	1:30 – 2:00	Qur'an	Qur'an	Qur'an	Qur'an	Friday Prayer
45	2:00 – 2:45	Art	Science	Gym/Health	Social Studies	Science
15	2:45– 3:00					Clean Up/ Dismissal Prep
	3:00					Pick Up



TIES Revere - Daily Schedule

Fifth Grade (2024 – 2025)



Minutes

Monday

Tuesday

Wednesday

Thursday

Friday

15	7:30 – 7:45					Drop Off
25	7:50 - 8:05					Assembly
25	8:05 – 8:30					Homeroom
60	8:30 – 9:30					ELA
45	9:30 – 10:15					Math
15	10:15 – 10:30					Break
45	10:30 – 11:15					Arabic
60	11:15 – 12:15					Lunch & Recess
45	12:15 – 1:00					Islamic Studies
30	1:00 – 1:30					Prayer
30	1:30 – 2:00	Qur'an	Qur'an	Qur'an	Qur'an	Friday Prayer
45	2:00 – 2:45	Art	Science	Gym/Health	Social Studies	Science
15	2:45– 3:00					Clean Up/ Dismissal Prep
	3:00					Pick Up

THE ISLAMIC EDUCATION SCHOOL (T.I.E.S) REVERE

SCHOOL YEAR 23-24

T.I.E.S. Elementary School Annual Calendar

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

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

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

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



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

Important Dates

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

Quarters

- Quarter 1: August 28 - November 1 (45 Days)
- Quarter 2: November 2 - January 17 (46 Days)
- Quarter 3: January 18 - March 25 (46 Days)
- Quarter 4: March 26 - June 5 (46 Days)
- Total: 183 school days**

The Islamic Education School Curriculum

GRADE
3

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

Third-grade students are transitioning from learning-to-read to reading-to-learn. Students are engaged with fiction and nonfiction texts equally, and begin to learn content through independent reading of nonfiction texts. Students are gaining independence as they begin to monitor their own learning and self-advocate when needed. And more opportunities for collaborative projects become part of the classroom experience.

Third-grade students become increasingly more social and socially aware. They begin to identify themselves in terms of their own learning strengths, challenges, and interests. They develop skills to independently manage their choices and friendships. Students assume responsibility for school-related routines in and out of the classroom.

The third-grade year culminates with transition activities to prepare students for fourth-grade and to celebrate their gained independence.



EXPERIENCES:

- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.
- Students respond analytically to literary and informational sources, and adapt the form and content of their writing to suit a purpose.
- Students gain the knowledge and skills to become thoughtful and active participants in a democratic society and complex world.
- Students learn to connect mathematical models and explain connections among them as they develop their understanding.



MATH



PRACTICES

T.I.E.S. mathematicians engage in problem solving as they seek to find meaning and look for entry points to solve it. Third grade students may use concrete objects or pictures to help them conceptualize and solve problems and may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches as they persevere in solving the problem.

To justify their thinking, T.I.E.S. mathematicians construct arguments concretely (for example, by using objects, pictures, and drawings) or may begin to think abstractly. They also continue to refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?”

Computational Thinking

Students make lists of sub-problems to consider, while addressing a larger problem.



FOCUS AREAS

Building on a foundation of place value understanding and fluency with addition and subtraction, we focus on these four critical areas:

- **Whole Number Operations:** Developing understanding of multiplication and division and strategies for multiplication and division within 100.
- **Fractions:** Developing understanding of fractions, especially unit fractions (fractions with a numerator 1).
- **Area:** Developing understanding of the structure of rectangular arrays and of area.
- **Geometry:** Describing and analyzing two-dimensional shapes.

SCIENCE



PRACTICES

T.I.E.S. scientists make observations and collect data to provide evidence to support a claim. They analyze and interpret maps of mountain ranges, deep ocean trenches, and identify areas of volcanic and earthquake activity. They learn to identify an engineering problem, plan and carry out tests on different design features and redesign their prototype as needed.

Social Emotional Learning

Students will develop their skills of working and solving problems collaboratively learning to ask questions, respect others' opinions, and listen to others. Students learn to use available resources to complete a task.



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

- **Weather:** Describing and predicting typical weather during different seasons. Recognizing that climate varies in different regions around the world. Solutions to reduce damage caused by weather.
- **Plants & Animals:** Modeling that organisms have unique and diverse life cycles; birth, growth, reproduction, death. Traits of plants and animals can be inherited from parents and variations can occur in a similar group of organisms; other traits are influenced by the environment. Using fossils to compare organisms that lived long ago to those that are that are living today.
- **Forces:** Conducting investigations and using evidence for the effect of forces on the motion of an object, and forces between magnets.
- **Engineering:** Defining a problem and generating several possible solutions that can be solved by using magnets. Using informational resources on possible solutions to a design problem.

FOCUS AREAS

PRACTICES

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

Digital Literacy
Students collaborate through online digital tools under teacher supervision.



FOCUS AREAS

Third grade students are transitioning from learning to read to reading to learn. They distinguish their own point of view from those presented in texts. They compare and contrast multiple story elements by a common author, characters in a series, or same-topic texts. They determine the meanings of academic or unfamiliar words. They describe the logical connection between ideas and details in informational text. They independently read grade level text with accuracy, fluency, and expression. Student writers create stories with well-developed characters, appropriate plot structure, literary techniques, and dialogue. They explain topics and convey information clearly, and state opinions with evidence and valid reasons. They express reading comprehension in written form. Student writers demonstrate command of standard English conventions and utilize proper grammar and vocabulary. Students effectively engage in a variety of collaborative discussions where they can construct an argument as well as reason abstractly and quantitatively.

PRACTICES

Student citizens will develop civic knowledge and skills which include knowing how to address civic-related concerns, how to communicate and participate in the political process, and develop values and behaviors which foster a civic disposition.

Student historians will evaluate the credibility, accuracy, & relevance of multiple primary and secondary sources to gather and organize information, as well as analyze the purpose and point of view of each source. Student historians will develop questions and conduct inquiries in order to argue or explain conclusions with valid reasoning & evidence.



Social Emotional Learning

Students increase their understanding of others' fundamental needs and human and civil rights.

FOCUS AREAS

Students study Massachusetts and New England. They examine the culture of Native Peoples and their interactions with European explorers and settlers. They learn the ideas about self-government in the colony of Massachusetts that led to rebellion against Great Britain, the causes and consequences of the American Revolution for Massachusetts, and the development of students' own cities and towns. They study these topics by exploring guiding questions such as "What is the purpose of government?" and "What is a revolution?" The questions included are not meant to be restrictive but rather to serve as avenues for discussion and research.

PRACTICES

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

Islamic Education
Our Islamic Studies program is the highlight of our school.

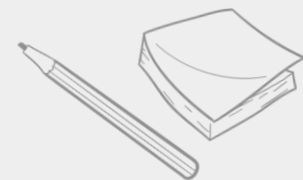


FOCUS AREAS

Students at TIES will focus on the religious knowledge and the concepts they need to acquire. The students will receive instruction daily with the curriculum going over The Belief, Acts of Worship, and Islamic Manners. Students have the opportunity to delve into many religious subjects, including creed, prayer, fasting, Zakat, Hajj, dealings, and manners. The teachers deliver the information in a proper way according to the teachings of Prophet Muhammad, may peace and blessings be upon him. This knowledge will help the students preserve their Muslim identity and allow them to build communities based on sound values that will keep them safe in the Hereafter.

PRACTICES

The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students at TIES will receive Arabic language and Qur'an instruction daily. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Our Qur'an teachers are qualified and efficient in the Tajweed knowledge and the recitation of the Qur'an. TIES teachers emphasize the rules of Attajweed, the pronunciation and articulation of the letters, in addition to memorizing the chapters of the holy Qur'an. Students will be tested on both memorization and the correct pronunciation.



FOCUS AREAS

We exert the time and effort to make arabic instruction enjoyable by engaging students in educational and hands on activities. Students will receive work commensurate with their abilities. We have three main objectives in all grade levels:

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

Students will develop the knowledge, understanding and the listening, speaking and writing skills necessary for effective interaction. Students will have a better understanding of the Islamic terminology and the culture of Arabic-speaking communities.

SPECIALISTS



ART

- View and discuss the work of historical and contemporary artists and craftspeople
- Improve their level of craftsmanship by using a variety of artistic tools and materials
- Plan and create 2D artworks: drawing, painting, collage, printmaking
- Plan and create 3D artworks: clay, paper, wood, wire
- Engage in multi-step lessons that build on lessons from previous grades

LIBRARY MEDIA

- Library at the elementary level focuses on instilling a love of reading and developing critical thinking skills.
- Students will continue digital citizenship lessons with an emphasis on personal responsibility and online interactions.
- Students will continue book evaluation and engagement with programs.

PHYSICAL EDUCATION

- Third graders develop and apply locomotor skills in individual and team play.
- Learners develop and apply a series of nonlocomotor skills, such as balancing on different bases of support, weight transfer, rolling, twisting, curling, and bending in movement activities.
- Students develop and apply throwing, passing, catching, dribbling, and striking skills during individual and team play.
- Third graders demonstrate the social competencies of playing to have fun, trying new activities, playing fair, and giving best effort in movement activities.



The Islamic Education School

ma.tiesusa.org

781-232-3579

The Islamic Education School Curriculum

GRADE
4

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

Fourth-grade students continue to develop their independence as learners and learn the value of teamwork. They develop the habits of mind that allow them to be inquisitive, collaborative, creative learners who are able to demonstrate resilience and grit when confronted with a challenge.

As students begin to recognize their role in the community, they identify ways to reduce human impact on the environment. This provides the opportunity for taking an active role in discussions, expressing opinions, respecting others' opinions, and listening actively.



EXPERIENCES:



- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.
- Students respond analytically to literary and informational sources, and adapt the form and content of their writing to suit a purpose.
- Students gain the knowledge and skills to become thoughtful and active participants in a democratic society and complex world.
- Students are encouraged to think flexibly and use efficient strategies across operations involving whole numbers and rational numbers.

MATH



PRACTICES

T.I.E.S. mathematicians will be involved in solving problems and discussing how they solved them. Throughout their problem solving process, students listen to the strategies of others, will try different approaches, and reflect on their own work by asking themselves, “Does this make sense?” and they often will use another method to check their answers.

T.I.E.S. mathematicians may construct arguments concretely, for example, by using objects, pictures, and drawings. They justify their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions to explain their thinking to others and respond to others’ thinking with questions like “How did you get that?” and “Why is that true?”.

Computational Thinking

Students create a new representation and breakdown a larger problem into sub-problems.



FOCUS AREAS

Building on a foundation of strategies for multiplication and division within 100 and fraction understanding, we focus on these three critical areas:

- **Place Value and Operations:** Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
- **Fractions:** Developing understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- **Geometry:** Understanding that geometric figures can be analyzed and classified based on their properties.

SCIENCE



PRACTICES

T.I.E.S. scientists make observations and collect data to provide evidence to support a claim. They analyze and interpret maps of mountain ranges, deep ocean trenches, and identify areas of volcanic and earthquake activity. They learn to identify an engineering problem, plan and carry out tests on different design features and redesign their prototype as needed.

Social Emotional Learning

Students recognize their role in the community and identify ways to reduce human impact on the environment. This provides the opportunity for taking an active role in discussions, expressing opinions, respecting others’ opinions, and listening actively.



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

- **Formation of Landscape:** Supporting a claim about the role of erosion and deposition in the formation of the landscape. Providing evidence for weathering and erosion. Interpreting maps and the patterns and locations of, mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters.
- **Natural Resources & Events:** Describing that some energy sources are renewable while others are nonrenewable. Reducing the impact of a hazardous natural event.
- **Plants & Animals:** Arguing that plants and animals have structures that support survival, growth, and reproduction.
- **Energy:** Investigating kinetic and potential energy and recognizing that energy can be transferred by light, sound, heat, and electric currents.
- **Waves, Light, Transfer of Information:** Modeling a simple mechanical wave. Modeling light reflection. Compare multiple ways to transfer information.
- **Engineering:** Testing design features of a prototype to identify failures and areas for improvement.

FOCUS AREAS

PRACTICES

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

Digital Literacy

Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.



FOCUS AREAS

Student readers in the 4th grade are continuing to transition into reading for learning. They read fluently and apply non-fiction comprehension skills to learn and understand content in other subjects. They identify, explain, and compare literary genre. They obtain meaning of unfamiliar words by studying context, word roots, and derivatives. They draw evidence from literary or informational texts to support written analysis. Student authors write multi-paragraph pieces of text with complex structure and vocabulary that suits the purpose and audience. They utilize text to prepare ideas and questions in order to engage in collaborative discussions around grade 4 topics and texts.

PRACTICES

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



Social Emotional Learning

Students participate in dialogue across differences and take on the perspectives of others whose experience and position in the world differs from their own.

FOCUS AREAS

Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective, expanding map reading, mapmaking, and geographic reasoning skills. They explore guiding questions such as “How have the geographic features of North America shaped its history?” and “What contributions have the various groups that have settled in North America made to the culture of each region?” These questions are included as generative examples to help teachers and students develop their own questions suited to grade-level appropriate texts and experiences.



PRACTICES

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

Islamic Education
Our Islamic Studies program is the highlight of our school.

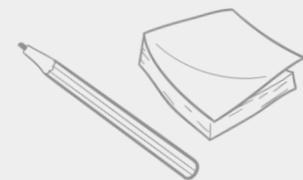


FOCUS AREAS

Students at TIES will focus on the religious knowledge and the concepts they need to acquire. The students will receive instruction daily with the curriculum going over The Belief, Acts of Worship, and Islamic Manners. Students have the opportunity to delve into many religious subjects, including creed, prayer, fasting, Zakat, Hajj, dealings, and manners. The teachers deliver the information in a proper way according to the teachings of Prophet Muhammad, may peace and blessings be upon him. This knowledge will help the students preserve their Muslim identity and allow them to build communities based on sound values that will keep them safe in the Hereafter.

PRACTICES

The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students at TIES will receive Arabic language and Qur'an instruction daily. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Our Qur'an teachers are qualified and efficient in the Tajweed knowledge and the recitation of the Qur'an. TIES teachers emphasize the rules of Attajweed, the pronunciation and articulation of the letters, in addition to memorizing the chapters of the holy Qur'an. Students will be tested on both memorization and the correct pronunciation.



FOCUS AREAS

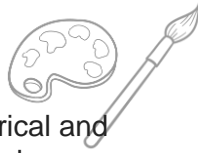
We exert the time and effort to make arabic instruction enjoyable by engaging students in educational and hands on activities. Students will receive work commensurate with their abilities. We have three main objectives in all grade levels:

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

Students will develop the knowledge, understanding and the listening, speaking and writing skills necessary for effective interaction. Students will have a better understanding of the Islamic terminology and the culture of Arabic-speaking communities.

SPECIALISTS

ART



- View and discuss the work of historical and contemporary artists and craftspeople
- Improve their level of craftsmanship by using a variety of artistic tools and materials
- Develop artistic ideas through the process of drafting and revising
- Plan and create 2D artworks: drawing, painting, collage, printmaking
- Plan and create 3D artworks: clay, paper, wood, wire.
- Engage in multi-step lessons that build on lessons from previous grades

LIBRARY MEDIA

- Library at the elementary level focuses on instilling a love of reading, developing critical thinking skills, and preparing students for rigorous research projects in middle school.
- Students continue digital citizenship lessons with an emphasis on ethical attribution.
- Students read more broadly and more often through participation in programs which may include the Massachusetts Children's Book Award
- Students use online tools to create bibliographies by the end of fourth grade.

PHYSICAL EDUCATION

- Fourth graders apply a series and variety of locomotor movement skills during individual and team play.
- Learners apply combinations of nonlocomotor skills and movement concepts, such as balancing on different bases of support, weight transfer, rolling, twisting, curling, and bending in movement activities.
- Students apply mature patterns of throwing, passing, catching, dribbling, and striking skills during individual and team play.
- Fourth graders demonstrate the social competencies of playing fair, saying positive comments to peers, playing fair, including everyone, and giving their best effort.



The Islamic Education School

ma.tiesusa.org

781-232-3579

The Islamic Education School Curriculum

GRADE
5

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

Fifth-grade students demonstrate increased independence as learners. They continue to develop the habits of mind that allow them to be inquisitive, collaborative, creative learners who are able to demonstrate resilience and grit when confronted with a challenge. Students are encouraged to understand diverse opinions and multiple points of view by participating in debates, exploring a wide variety of fiction and non-fiction texts, presenting evidence to support their thinking, and using multiple strategies to solve problems.

Fifth-grade students play leadership roles in their schools by supporting younger students as members of safety patrols, facilitating community celebrations, or serving as learning buddies to a younger student. Service learning continues to be a focus with students taking more ownership for identifying the causes they value and organizing support efforts.

The fifth-grade year culminates with transition activities to prepare students for middle school and to celebrate their elementary years.



EXPERIENCES:

- Students read a broad range of challenging, high-quality literature and informational texts that will build reading skills in all content areas.
- Students respond analytically to literary and informational sources, and adapt the form and content of their writing to suit a purpose.
- Students gain the knowledge and skills to become thoughtful and active participants in a democratic society and complex world.
- Students think flexibly through the use of mathematical models, such as ratio tables to build multiplicative thinking and proportional reasoning.
- Students select digital tools, create artifacts to demonstrate their understanding and learn about being a responsible digital citizen.



MATH



PRACTICES

T.I.E.S. Mathematicians will seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves: “What is the most efficient way to solve the problem?” “Does this make sense?” and “Can I solve the problem in a different way?”

T.I.E.S. Mathematicians may construct arguments concretely, for example by using objects and drawings. They justify calculations using models and properties of operations and rules that generate patterns. They refine their mathematical communication skills as they participate in mathematical discussions involving explaining their strategies and asking clarifying questions of their peers’ mathematical thinking.

Computational Thinking

Students will recognize that different solutions exist for the same problem (or sub-problem) and use logical reasoning to predict outcomes of an algorithm.



FOCUS AREAS

Building on a foundation of fluency with whole number operations (addition, subtraction, and multiplication), fraction equivalence, and addition and subtraction of fractions with like denominators, we focus on these three critical areas:

- **Fraction Operations:** Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases.
- **Place Value and Operations:** Extending division of 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, as well as developing fluency with whole number and decimal operations.
- **Geometry:** Developing an understanding of measurement systems and determining volumes to solve problems.

SCIENCE



PRACTICES

T.I.E.S. scientists model relationships and interactions between components of a system. They learn to ask testable questions and to obtain and compile information from a variety of sources. They use more complex graphs to convey information. Students explore the role of technology in fulfilling human needs or wants.

Social Emotional Learning

Students recognize their role in the community and identify ways to reduce human impact on the environment. This provides the opportunity for taking an active role in discussions, expressing opinions, respecting others’ opinions, and listening actively.



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

- **Earth, Sun, Moon, & Stars:** Arguing the relationship between brightness of stars and their distance. Modeling the relationship of Earth to the sun, moon, and stars
- **Water on Earth:** Modeling the water cycle through the watershed. Graphing the relative amounts and locations of salt and freshwater on Earth.
- **Human Impact on Earth’s Resources:** Researching ways that communities can reduce the impact on Earth’s resources.
- **Matter in Ecosystems:** Modeling movement of matter through the ecosystem.
- **Interactions of Matter:** Using a particle model of matter to describe phase changes between gas and liquid. Using observations and measurements to describe characteristic properties of matter
- **Energy:** Modeling food as a source of energy and nutrients necessary for life processes.
- **Engineering:** Providing examples of innovations and inventions. Using a sketch to identify the relationship between a part of a device to other parts.

FOCUS AREAS

PRACTICES

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

Digital Literacy

Students communicate individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and resources.



FOCUS AREAS

Student readers in the 5th grade are now “reading to learn”. They read fluently and apply non-fiction comprehension skills to learn and understand content in other subjects. They identify, explain, and compare literary themes. They obtain meaning of unfamiliar words by studying context, word roots, and derivatives. They quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. Student writers write pieces of text with complex structure and vocabulary that suits the purpose and audience. They draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing.

PRACTICES

Student historians will develop civic knowledge and skills which include knowing how to address civic-related concerns, how to communicate and participate in the political process, and develop values and behaviors which foster a civic disposition.

Student historians will evaluate the credibility, accuracy, & relevance of multiple primary and secondary sources to gather and organize information, as well as analyze the purpose and point of view of each source.

Student historians will develop questions and conduct inquiries in order to argue or explain conclusions with valid reasoning & evidence



Social Emotional Learning

Students participate in dialogue across differences and take on the perspectives of others whose experience and position in the world differs from their own.

FOCUS AREAS

Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the American Revolution and the early Republic, the expansion of the U.S., the growing conflicts of the 19th century and Civil War, and the Civil Movement of the 20th century.

PRACTICES

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

Islamic Education
Our Islamic Studies program is the highlight of our school.

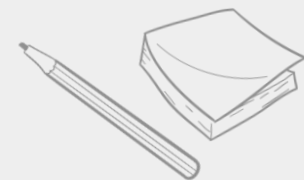


FOCUS AREAS

Students at TIES will focus on the religious knowledge and the concepts they need to acquire. The students will receive instruction daily with the curriculum going over The Belief, Acts of Worship, and Islamic Manners. Students have the opportunity to delve into many religious subjects, including creed, prayer, fasting, Zakat, Hajj, dealings, and manners. The teachers deliver the information in a proper way according to the teachings of Prophet Muhammad, may peace and blessings be upon him. This knowledge will help the students preserve their Muslim identity and allow them to build communities based on sound values that will keep them safe in the Hereafter.

PRACTICES

The TIES Arabic and Qur'an curriculum is designed to introduce students to the basics of Arabic with retrospect to the four language skills: listening, speaking, reading, and writing. Students at TIES will receive Arabic language and Qur'an instruction daily. Students will explore the nature of languages as systems by making comparisons between Arabic and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Our Qur'an teachers are qualified and efficient in the Tajweed knowledge and the recitation of the Qur'an. TIES teachers emphasize the rules of Attajweed, the pronunciation and articulation of the letters, in addition to memorizing the chapters of the holy Qur'an. Students will be tested on both memorization and the correct pronunciation.



FOCUS AREAS

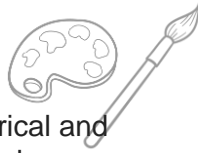
We exert the time and effort to make arabic instruction enjoyable by engaging students in educational and hands on activities. Students will receive work commensurate with their abilities. We have three main objectives in all grade levels:

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

Students will develop the knowledge, understanding and the listening, speaking and writing skills necessary for effective interaction. Students will have a better understanding of the Islamic terminology and the culture of Arabic-speaking communities.

SPECIALISTS

ART



- View and discuss the work of historical and contemporary artists and craftspeople.
- Improve their level of craftsmanship by using a variety of artistic tools and materials.
- Develop artistic ideas through the process of drafting and revising.
- Plan and create 2D artworks: drawing, painting, collage, printmaking.
- Plan and create 3D artworks: clay, paper, wood, wire.
- Engage in multi-step lessons that build on lessons from previous grades.

LIBRARY MEDIA

- Library at the elementary level focuses on instilling a love of reading, developing critical thinking skills, and preparing students for rigorous research projects in middle school.
- Students continue digital citizenship lessons with an emphasis on website evaluation
- Students read more broadly and more often through participation in programs which may include Massachusetts Children's Book Award
- Students independently find resources for projects and their own interests, both in print and online and use online tools to create bibliographies by the end of fifth grade.

WELLNESS

- Fifth graders perform mature patterns and combinations of locomotor skills during individual and team play.
- Learners apply combinations of nonlocomotor skills, such as balancing, weight transfer, rolling, twisting, curling, and bending.
- Students apply mature patterns of throwing, passing, catching, dribbling, and striking skills with accuracy.
- Fifth graders demonstrate the social competencies of fair play, saying positive comments, including everyone, and giving their best effort.
- Fifth-graders examine basic anatomy and physiology of the reproductive system, the developmental changes that occur during adolescence, and health-promoting habits.
- Students explore personal values, practice decision-making, and identify ways they can contribute positively to their school community.



*The Islamic Education
School*

ma.tiesusa.org

781-232-3579

2024-2025
The Islamic Education School
Grade 3 ELA
Curriculum Map

<p>Quarter 1 Unit 1 Narrative Nonfiction</p> <ul style="list-style-type: none"> Compound Words Headings and Maps Chronology Respond to Reading Research and Inquiry Author's Purpose Make Connections <p>Realistic Fiction</p> <ul style="list-style-type: none"> Context Clues Character Perspective Plot: Character Development Respond to Reading Research and Inquiry Author's Purpose Make Connections <p>Argumentative Text</p> <ul style="list-style-type: none"> Multiple-Meaning Words Captions, Maps, and Sidebars Central idea and Relevant Details Respond to Reading Research and Inquiry Author's Claim Make Connections <p>Unit 2 Expository: Informational Text</p> <ul style="list-style-type: none"> Prefixes 	<p>Quarter 2 Unit 2 (continued) Historical Fiction</p> <ul style="list-style-type: none"> Theme Respond to reading Research and Inquiry Cause and Effect Make Connections <p>Poetry</p> <ul style="list-style-type: none"> Figurative Language Alliteration and Rhymed Verse/Limerick and Free Verse Character perspective Respond to Reading Research and Inquiry Rhyme Scheme Make Connections <p>Unit 3 Expository Text</p> <ul style="list-style-type: none"> Suffixes Summarize: Key Words and Charts Central ideas and relevant Details Respond to Reading Research and Inquiry Personification Make Connections <p>Folktales</p> <ul style="list-style-type: none"> Synonyms Theme 	<p>Quarter 3 Unit 4 Realistic Fiction</p> <ul style="list-style-type: none"> Prefixes Character Perspective Character development Respond to reading Research and Inquiry Author's Craft: Figurative Language Make Connections <p>Expository: Informational Text</p> <ul style="list-style-type: none"> Sentence Clues Reread/Maps and Captions Compare and Contrast Respond to reading Research and Inquiry Theme Make Connections <p>Poetry</p> <ul style="list-style-type: none"> Metaphor Repetition and Rhymed Verse/Narrative, Free Verse, and Haiku Theme Respond to Reading Research and Inquiry Author's Craft: imagery Make Connections <p>Extended Writing</p> <ul style="list-style-type: none"> Expository essay <p>Connect to Content</p> <ul style="list-style-type: none"> Science or Social Studies Activity (from the text) 	<p>Quarter 4 Unit 5 (continued) Fairy Tale</p> <ul style="list-style-type: none"> Author's Purpose Make Connections <p>Argumentative Text</p> <ul style="list-style-type: none"> Homophones Author's Claim Cause and effect Respond to reading Research and Inquiry Text Features Make Connections <p>Extended Writing</p> <ul style="list-style-type: none"> Opinion Essay <p>Connect and Reflect</p> <ul style="list-style-type: none"> Social Studies or Science Activity (from the text) <p>Unit 6</p> <ul style="list-style-type: none"> Narrative Nonfiction: Biography Greek and Latin Roots Reread: Key Words and Photographs Central ideas and Relevant Details Respond to Reading Research and Inquiry Author's Craft: Imagery Make Connections <p>Drama/Myth</p> <ul style="list-style-type: none"> Base Words Make Predictions: Elements of a Play
--	---	---	---

<ul style="list-style-type: none"> Headings and Bar Graphs Author's Claim Respond to reading Research and Inquiry Author's purpose Make Connections <p>Historical Fiction</p> <ul style="list-style-type: none"> Figurative Language Make Predictions/Plot: Character Development 	<ul style="list-style-type: none"> Character Perspective Respond to reading Research and Inquiry Compare and Contrast Make Connections <p>Expository Text</p> <p>Suffixes</p> <p>Summarize: Timelines and Captions</p> <p>Chronology</p> <p>Respond to reading</p> <p>Research and Inquiry</p> <p>Author's Purpose</p> <p>Make Connections</p> <p>Extend Writing</p> <ul style="list-style-type: none"> Opinion Essay <p>Connect to Content</p> <ul style="list-style-type: none"> Science or Social Studies Activities (from text) 	<p>Unit 5</p> <ul style="list-style-type: none"> Narrative Nonfiction: Biography Prefixes and Suffixes Captions and Timelines Author's Claim Respond to Reading Research and Inquiry Cause and Effect Make Connections <p>Fairy Tale</p> <ul style="list-style-type: none"> Base Words Theme Character Perspective Respond to Reading Research and Inquiry 	<ul style="list-style-type: none"> Theme Respond to Reading Research and Inquiry Author's craft: Plot: Character Development Make Connections <p>Poetry</p> <ul style="list-style-type: none"> Idioms Rhythm and Rhymed Verse/Stanza and Events Character Perspective Respond to Reading Research and Inquiry Author's craft: Figurative Language Make Connections <p>Extended Writing</p> <ul style="list-style-type: none"> Expository Essay <p>Connect and Reflect</p> <ul style="list-style-type: none"> Science or Social Studies Activity (from the text)
--	---	---	--

Unit 1 Curriculum Map

Curriculum: ELA McGraw Hill Wonders

Unit 1 Narrative Nonfiction: How do people from different cultures contribute to a community? Realistic: What can traditions teach you about cultures? Argumentative: How do landmarks help us understand our country's story?
Unit 2 Expository: How do people make government work? Historical: Why do people immigrate to new places? Poetry: How do people figure things out?
Unit 3 Expository: What do we know about Earth and its neighbors? Folktale: What makes different animals unique? Expository: How is each event in history unique?
Unit 4 Realistic: How can you use what you know to help others? Expository: How do animals adapt to challenges in their habitat? Poetry: How can others inspire us?
Unit 5 Biography: What do good citizens do? Fairy Tale: How do we get what we need? Argumentative: What are different kinds of energy?
Unit 6 Biography: Why are goals important? Myth/Drama: How do you decide what is important? Poetry: What makes you laugh?

Unit 1:

Key Concept: Communities

Weeks 1 & 2 EQ: How do people from different cultures contribute to a community?

During this unit students explore how people share their culture in a community. Specifically, students learning that:

- People do activities celebrating their culture.
- People make cultural works of art.
- People pass down traditions such as making tea, planting a garden, and sewing.

Genre: Narrative Nonfiction

During this 10 day unit students learn that Narrative Nonfiction:

- Is about a real person or event
- Is told by a narrator who may or may not be in the story
- Tells events in order
- May include text features such as headings or maps

In order to support students in accessing complex text, consider what makes this text complex.

Shared Reading	Anchor Text	Companion Text
Connection of Ideas <ul style="list-style-type: none">- title is a play on words (T26)- literal and nonliteral language (T29)	Genre <ul style="list-style-type: none">- author is real person & selection is a true story (T45B)- authors of autobiographies sometimes use comparisons to show how they have stayed the same and how they have changed (T45G)- Unfamiliar concept - mariachi bands (T45K)	Purpose <ul style="list-style-type: none">- author includes details that tell how Pat Mora and Kadir Nelson give credit to people who inspired them (T47A)
Genre - images help us understand ideas in the text. (T27)	Purpose - author has a purpose for writing this autobiography (T45C)	Organization <ul style="list-style-type: none">- Headings to organize the text (T47B)
Organization - passage of time in a text (T28)	Connection of Ideas <ul style="list-style-type: none">- inferential thinking to understand characters and their actions (T45E)- Illustrations help us understand the text (T45I)- connecting details (T45L)	

Shared Reading	Anchor Text	Companion Text
Connection of Ideas - title is a play on words (T26) - literal and nonliteral language (T29)	Genre - author is real person & selection is a true story (T45B) - authors of autobiographies sometimes use comparisons to show how they have stayed the same and how they have changed (T45G) - Unfamiliar concept - mariachi bands (T45K)	Purpose - author includes details that tell how Pat Mora and Kadir Nelson give credit to people who inspired them (T47A)
Genre - images help us understand ideas in the text. (T27)	Purpose - author has a purpose for writing this autobiography (T45C)	Organization - Headings to organize the text (T47B)
Organization - passage of time in a text (T28)	Connection of Ideas - inferential thinking to understand characters and their actions (T45E) - Illustrations help us understand the text (T45I) - connecting details (T45L)	

In order to support students in accessing complex text, consider what makes this text complex.

Foundational Reading & Written Language Conventions	Comprehension & Language Development
Assessments: <ul style="list-style-type: none"> ● Spelling Assessments: <ul style="list-style-type: none"> ○ Week 1: a, i ○ Week 2: e, o, u ○ T9 	Assessments: <ul style="list-style-type: none"> ● Students plan and draft a personal narrative story. (2 week outcome) ● Students write in response to text in order to demonstrate their understanding of what was read. (multiple opportunities) ● <u>“The First (Not So) Blue Jeans”</u> reading comprehension assessment: Progress Monitoring Handbook p5-9
Skills & Standards: <ul style="list-style-type: none"> ● Phonics/Spelling: decode and spelling short vowel words (L2h) ● Identify subjects and predicates and use what’s given to make a sentence (L1a) 	Skills & Standards: <ul style="list-style-type: none"> ● <i>Cite relevant evidence from the text (R1)</i> ● <i>Make inferences to support understanding (R1)</i> ● <i>Evaluate the author’s use of sequence text structure (R8)</i> ● <i>Identify and use text features (R5)</i> ● <i>Plan and draft a personal narrative story (W3)</i> ● <i>Write responses that demonstrate understanding (W2, W9)</i> ● <i>Determine the meaning of compound words</i>

Oral Language Development

Reading Academic Vocabulary:

- **Short Vowel:** a speech sound produced without obstruction in the mouth; the vowel does not “say its name”
- **Consonant:** a speech sound in which airflow is obstructed in some way by tongue, teeth, or lips
- **Closed Syllable:** when a single vowel is followed by a consonant causing the vowel to make its short sound

Written Language Academic Vocabulary

- **Subject:** the person, place, thing, or idea that the sentence is about
- **Predicate:** the part of the sentence that tells about the subject; contains a verb

Text-Based Academic Vocabulary

- **Admires**
- **Classmate**
- **Community**
- **Contribute**
- **Practicing**
- **Pronounce**
- **Scared**
- **tumbled**

Resources:

- Phonics & Fluency: T42-T43; T50-T51;
 - Tier 2 Phonics and Word Study Instruction: p.2-3; 6-7; 4-5; 8-11
 - Tier 2 Automaticity Grid Practice: p. 38-43
- Grammar: T60-T61
- Spelling: T64-T67
- Morphology: Unit 1, Weeks 1 & 2: Inflectioning Endings (_ s)

Texts, Tasks, and Other Resources:

- Narrative Nonfiction Text Set:
 - T10-11
- Response to Reading Tasks:
 - Using text features: T35
 - Cite Evidence; sequence text structure: T41
 - Cite evidence; word choice: T47
- Genre Writing Tasks:
 - Personal Narrative Process Writing: T52-T59
- Vocabulary:
 - Words in Context: T30-T31
 - Expand Vocabulary: T68-T69

- **The Writing Revolution**
 - **Grade 3 Scope & Sequence for instruction**
 - **Room to Grow: Subject/Predicate & Text Features** (replaces RWC p.11) sentence activity
 - **Cite Evidence; sequence text structure** (replaces RWC p14) *paragraph writing*
 - **Cite Evidence; sequence text structure** (replaces RWC p19) *paragraph writing*
 - *If time permits, add subj/pred for Gary*
- **Differentiated Reading Instruction:**
 - **Approaching Level: T72-T81**
 - **On Level: T82-T87**
 - **Beyond Level: T88-T93**
 - **English Language Learners: T94-T105**
 - **Bonus Level Readers: (For Weeks 1,2,5)**
 - **All levels: Benjamin Franklin**

Key Concept: Traditions

Weeks 3 & 4 EQ: What can traditions teach you about cultures?

During this unit students read and write about characters' culture and traditions, and the special things their own families learn and do. Specifically students learn that:

- Families make special food for celebrations.
- In the Hawaiiin culture, families bake with tropical fruit.
- In Korean culture, the passing down of family heirlooms is tradition.
 - Jade is particularly special and is thought to have benefit.

Genre: Realistic Fiction

During this 10 day unit students learn that Realistic Fiction:

- Has a logical story structure with a clear beginning, middle, and end
- Has characters, a setting, and events that are realistic
- May include illustrations and literary elements such as dialogue

In order to support students in accessing complex text, consider what makes this text complex.

Shared Reading	Anchor Text	Companion Text
<p>Prior Knowledge</p> <ul style="list-style-type: none"> - what Nokomis means when she refers to “our people” (T126) 	<p>Genre</p> <ul style="list-style-type: none"> - includes characters’ thoughts, feelings, dreams, wishes, actions (T145B) - Dialogue, along with the actions of the characters help move the plot (T145C) - characters in realistic fiction may say or do things that are misleading or wrong (T145I) - theme (T145Q) 	<p>Connection of Ideas</p> <ul style="list-style-type: none"> - connect new information with information they have already learned (T147A)
<p>Genre</p> <ul style="list-style-type: none"> - Illustrations to help understand story details (T128) 	<p>Prior Knowledge</p> <ul style="list-style-type: none"> - Korean is a symbol-based language (T145E) - Some names have specific meanings (T145E) 	<p>Genre</p> <ul style="list-style-type: none"> - pictures help the reader visualize how each group of people celebrates its traditions (T147C)
	<p>Purpose</p> <ul style="list-style-type: none"> - tells the story of Yoon and her bracelet and the things that happen because of her bracelet - lens for reading (T145G) 	
	<p>Connection of Ideas -</p> <ul style="list-style-type: none"> - inferences about characters’ actions and feelings (T145K) - when Yoon calls the older girl “tiger girl,” she is using a metaphor, as well as making a connection to an earlier part of the story (T145O) 	
	<p>Specific Vocabulary</p> <ul style="list-style-type: none"> - interpret descriptive language and relate it to the rest of the text. (T145M) 	

Foundational Reading

Assessments:

- Spelling Assessments (Week 3 and 4):
 - Week 1: VCe
 - Week 2: All long a vowel spellings
 - T109

Skills & Standards:

- Phonics & Spelling: decode & spell long vowel words (L2h)
- Identify sentences and fragments, and used what's given to write a complete sentence (L1a)

Comprehension & Language

Assessments:

- Students edit, revise, and publish their personal narrative story (2 week outcome)
- Students write in response to text in order to demonstrate their understanding of what was read. (multiple opportunities)
- "The Ship of the Desert" reading comprehension assessment: Progress Monitoring Handbook p17-21

Skills & Standards:

- *Cite relevant evidence from the text (R1)*
- *Make inferences to support understanding (R1)*
- *Analyze character, plot, and setting, including the sequence of events (R3,8)*
- *Explain the author's use of print and graphic features to achieve specific purposes (R7)*
- *Revise, edit, and publish their personal narrative story (W5)*
- *Write responses that demonstrate understanding (W2, W9)*
- *Use context to determine the meaning of unknown words (R4)*

Oral Language Development

Reading Academic Vocabulary:

- **Long Vowel:** the sounds of the letters A, E, I, O, and U match the spoken name of the letter
- **VCe Syllable:** a syllable type in which the "e" is silent and jumps over one consonant, forcing the vowel to make its long sound

Written Language Academic Vocabulary:

- **Sentence:** a group of words with a subject and a predicate
- **Fragment:** an incomplete sentence containing only the subject or a predicate
- **Subject:** the person, place, thing, or idea that the sentence is about

Text-Based Academic Vocabulary

- Celebrate
- Courage
- Disappointment
- Precious
- Pride
- Remind
- Symbols
- Tradition

Resources:

- **Phonics & Fluency: T142-T143; T150-T151**
 - **Tier 2 Phonics and Word Study Instruction: p. 14-15; 16-17**
 - **Tier 2 Automaticity Grid Practice: p. 46-47 (*V*Ce only - vowels teams is a mixed review.)**
- **Grammar: sentences and fragments**
- **Spelling: T164-T167**

Texts, Tasks, and Other Resources:

- **Realistic Fiction Text Set:**
 - T110-T111
 - **Yoon and the Jade Bracelet CRT Lesson Plan**
 - **Cora Cooks Pancit Lesson Plan**
 - **I Love Saturdays y Domingos Lesson Plan**
- **Response to Reading Tasks:**
 - **Make inferences: T133**
 - **Cite evidence; understand genre: T135**
 - **Analyze character; cite evidence: T141**
 - **Analyze character; cite evidence: T147**
- **Genre Writing Tasks:**
 - **Personal Narrative Process Writing: T152-T159**
- **Vocabulary:**
 - **Words in Context: T130**
 - **Expand Vocabulary: T168-T169**
- **The Writing Revolution**
 - **Grade 3 Scope & Sequence for instruction**
 - **Cite evidence; understand genre (*replaces RWC 45*)sentence activity**
 - **Analyze Character; cite evidence (*replaces RWC p48*) paragraph writing**
 - **Analyze character; cite evidence (*replaces RWC p53*) paragraph writing**
- **Small Group Instruction:**
 - **Approaching Level: T172-T177**
 - **On Level:T176-T187**
 - **Beyond Level: T188-T193**
 - **English Language Learners: T194-T205**
 - **Bonus Level Readers: *To be added upon receipt of materials***

Key Concept: Landmarks

Week 5 EQ: How do landmarks help us understand our country's story?

During this unit students read and write about the importance of protecting land and how landmarks help tell a story. Specifically they learn:

- Landmarks are special places that remind people of a certain time or event in our nation's history.
- Giant Forest in Sequoia National Park is a landmark that has been growing for more than 2,000 years.
 - People work hard to protect this land, and there are specific rules to help them.
 - There are challenging viewpoints to land protection rules.
- Many people care about our National Parks and landmarks.

Genre: Argumentative Text

During this 10 day unit, students learn that argumentative text:

- Presents facts and examples to persuade the reader to agree with the author's opinion - it appears to be an informational text!
- May present a point and counterpoint to inform the read about different opinions
- May include text features such as: captions, maps, and sidebars

In order to support students in accessing complex text, consider what makes this text complex.

Shared Reading	Anchor Text	Companion Text
Purpose - using text features to determine purpose (T224)	Prior Knowledge - building background on National Park Service (T241B)	Specific Vocabulary - expository texts may include vocabulary specific to the topic (T243A)
	Genre - argumentative text often includes sidebars (T241C)	

Foundational Reading	Comprehension & Language
Assessments: <ul style="list-style-type: none">• Spelling Assessments:<ul style="list-style-type: none">○ Long O: all spellings○ T209	Assessments: <ul style="list-style-type: none">• Students plan and draft a persuasive essay (1 week outcome)• Students write in response to text in order to demonstrate their understanding of what was read. (multiple opportunities)• "<u>Protecting the River of Grass</u>" reading comprehension assessment: Progress Monitoring Handbook p25-28

Reading Academic Vocabulary:

- Long Vowel: the sounds of the letters A, E, I, O, and U match the spoken name of the letter

Written Language Academic Vocabulary:

- Sentence: a group of words with a subject and a predicate
- Fragment: an incomplete sentence containing only the subject or a predicate
- Subject: the person, place, thing, or idea that the sentence is about
- Predicate: the part of the sentence that tells about the subject; contains a verb

Text-Based Academic Vocabulary:

- Carved
- Clues
- Grand
- Landmark
- Massive
- Monument
- National
- Traces

Resources:

- Phonics & Fluency: T238-T239; T150-T151
 - Tier 2 Phonics and Word Study Instruction: p. 22-23
 - Tier 2 Automaticity Grid Practice: N/A (*VCe only - vowels teams is a mixed review.*)
- Spelling: T256-T257

Texts, Tasks, and Other Resources:

- Argumentative Text Set:
 - T210-T211
 - Repeat from Unit 1, Weeks 1 & 2
- Response to Reading Tasks:
 - Use text features to deepen comprehension: T231
 - Cite evidence; text structure-argument: T237
 - Cite evidence; evaluate key details: T243
- Genre Writing Tasks:
 - Persuasive Essay Process Writing: T246-T253; T314-321
- Vocabulary:
 - Words in Context: T226
 - Expand Vocabulary: T258-T259
- The Writing Revolution
 - Grade 3 Scope & Sequence for instruction
 - Use text features to deepen comprehension (*replaces RWC p69*) sentence activity
 - Cite evidence; text structure - argument (*replaces RWCp72*) paragraph writing
 - Cite evidence; evaluating key details (*replaces RWCp76*) paragraph writing
- Small Group Instruction:
 - Approaching Level: T262-T271
 - On Level: T272-T277
 - Beyond Level: T278-T283
 - English Language Learners: T284-T295

2024-2025
The Islamic Education School
Grade 3 Math
Curriculum Map

3 rd Grade Math Curriculum Mapping				
Quarter 1	Topic 1	Topic 2	Topic 3	Topic 4
Indicates chapters that include an ACT Math assignment	Understand Multiplication and Division of Whole Numbers: () <ul style="list-style-type: none"> ▫ Relate Multiplication and Addition ▫ Multiplication on the Number Line ▫ Arrays and properties ▫ Division: How Many in Each Group? ▫ Division: How Many Equal groups? ▫ Problem Solving Use Appropriate Tools ▫ Review ▫ Assessment 	Multiplication Facts: Use Patterns <ul style="list-style-type: none"> ▫ 2 and 5 as Factors ▫ 9 as a Factor ▫ Apply Properties: Multiply by 0 and 1 ▫ Multiply by 10 ▫ Multiplication Facts: 0,1,2,5,9, and 10 ▫ Problem Solving: Model with Math ▫ Review ▫ Assessment 	Apply Properties: Multiplication Facts for 3,4,6,7,8 (*) <ul style="list-style-type: none"> ▫ The Distributive Property ▫ Apply Properties: 3 and 4 as Factors ▫ Apply Properties: 6 and 7 as factors ▫ Apply Properties: 8 as a factor ▫ Practice Multiplication Facts ▫ The Associative Property: Multiply with 3 Factors ▫ Problem Solving: Repeated Reasoning ▫ Review ▫ Assessment 	Use Multiplication to Divide: Division Facts <ul style="list-style-type: none"> ▫ Relate Multiplication and Division ▫ Use Multiplication to Divide with 2,3,4, and 5 ▫ Use Multiplication to Divide with 6 and 7 ▫ Use Multiplication to Divide with 8 and 9 ▫ Multiplication Patterns: Even and Odd Numbers ▫ Division Involving 0 and 1 ▫ Practice Multiplication and Division Facts ▫ Solve Multiplication and Division Equations ▫ Problem Solving: Make Sense and Persevere ▫ Review ▫ Assessment

3 rd Grade Math Curriculum Mapping				
Quarter 1	Topic 5			
Indicates chapters that include an ACT Math assignment	Fluently Multiply and Divide Within 100 () <ul style="list-style-type: none"> ▫ Patterns for multiplication facts ▫ Use a Table to Multiply and Divide ▫ Use strategies to Multiply ▫ Solve Word problems: Multiplication and Division facts ▫ Write Multiplication and Division Math Stories ▫ Problem Solving: Look for and Use Structure. 			

3 rd Grade Math Curriculum Mapping				
Quarter 2	Topic 6	Topic 7	Topic 8	Topic 9
Indicates chapters that include an ACT Math assignment	Connect Area to Multiplication and Division <ul style="list-style-type: none"> ▫ Cover regions ▫ Area: Nonstandard Units ▫ Area: Standard Units ▫ Area of Squares and rectangles ▫ Apply properties: Area and the Distributive property ▫ Apply Properties: Area of Irregular Shapes ▫ Problem Solving: Look For and use Structure. ▫ Review ▫ Assessment 	Represent and Interpret Data () <ul style="list-style-type: none"> ▫ Read Picture Graphs and Bar Graphs ▫ Make Picture Graphs ▫ Make Bar Graphs ▫ Solve word Problems Using Information in graphs ▫ Use Different Displays of Data ▫ Problem Solving: precision ▫ Review ▫ Assessment 	Use Strategies and properties to Add and Subtract <ul style="list-style-type: none"> ▫ Addition Properties ▫ Algebra: Addition Patterns ▫ Order Numbers ▫ Mental Math: Addition ▫ Mental Math: Subtraction ▫ Round Whole Numbers ▫ Estimate Sums ▫ Estimate Differences ▫ Problem Solving: Model with Math ▫ Review ▫ Assessment 	Fluently Add and Subtract Within 1,000 (*) <ul style="list-style-type: none"> ▫ Use Partial Sums to Add ▫ Use regrouping to Add ▫ Add 3 or More Numbers ▫ Use Partial Numbers to subtract ▫ Use regrouping to Subtract ▫ Use Strategies to add and Subtract ▫ Problem Solving: Construct Arguments ▫ Review ▫ Assessment

3 rd Grade Math Curriculum Mapping				
Quarter 2	Topic 10			
*Indicates chapters that include an ACT Math assignment	Multiply by Multiples of 10 <ul style="list-style-type: none"> ▫ Use Patterns to Multiply ▫ Use Mental Math to Multiply ▫ Use properties to Multiply ▫ Problem solving: Look for and Use structure 			

3 rd Grade Math Curriculum Mapping			
Quarter 3	Topic 11	Topic 12	Topic 13
Indicates chapters that include an ACT Math assignment	Use Operations with Whole Numbers to solve Problems () <ul style="list-style-type: none"> ▫ Solve 2-Step Word problems: Addition and Subtraction ▫ Solve 2-Step Word problems: Multiplication and Division ▫ Solve 2-Step Word Problems: All Operations ▫ Order of Operations ▫ True Equations ▫ Problem Solving Critique Reasoning ▫ Review ▫ Assessment 	Understand Fractions as Numbers <ul style="list-style-type: none"> ▫ Partition regions into Equal parts ▫ Fractions and Regions ▫ Understand the Whole ▫ Number Line: Fractions Less Than 1 ▫ Number Line: fractions Greater Than 1 ▫ Line Plots and Length ▫ Problem Solving: Make Sense and Persevere ▫ Review ▫ Assessment 	Fraction Equivalence and Comparison (*) <ul style="list-style-type: none"> ▫ Equivalent Fractions: use Models ▫ Equivalent Fractions: Use the Number Line ▫ Use Models to compare Fractions: Same Denominator ▫ Use Models to compare Fractions: Same Numerator ▫ Compare Fractions: Use benchmarks ▫ Compare Fractions: Use the Number Line ▫ Whole Numbers: and fractions ▫ Problem Solving: Construct Arguments ▫ Review ▫ Assessment

3rd Grade Math Curriculum Mapping

Quarter 4	Topic 14	Topic 15	Topic 16	
<p>*Indicates chapters that include an ACT Math assignment</p>	<p>Solve Time, Capacity, and Mass Problems</p> <ul style="list-style-type: none"> ▫ Time to The Minute ▫ Units of Time: Measure Elapsed Time ▫ Units of Time: Solve Word Problems ▫ Estimate Liquid Volume ▫ Measure Liquid Volume ▫ Estimate Mass ▫ Measure mass ▫ Solve Word problems Involving Mass and Liquid Volume ▫ Problem Solving: Reasoning ▫ Compare Values of Coins and Bills ▫ Make Change ▫ Round Money Amounts ▫ Review ▫ Assessment 	<p>Attributes of Two-Dimensional Shapes (*)</p> <ul style="list-style-type: none"> ▫ Describe Quadrilaterals ▫ Classify Shapes ▫ Analyze and Compare Quadrilaterals ▫ Problem Solving: precision ▫ Review ▫ Assessment 	<p>Solve Perimeter Problems</p> <ul style="list-style-type: none"> ▫ Measure Length ▫ Understand Perimeter ▫ Perimeter of Common Shapes ▫ Perimeter and Unknown Side lengths ▫ Same perimeter, Different Area ▫ Same Area, Different Perimeter ▫ Problem Solving: Reasoning ▫ Review ▫ Assessment 	

CITY OF REVERE



Certificate of Occupancy

This is to certify that the building located at:

Occupancy Number: CO23-000115
Street and Number: 41 MARBLE ST
Owner Name: ASSOCIATION OF ISLAMIC CHARITABLE PROJECTS
Description of Use: ASSOCIATION OF ISLAMIC CHARITABLE PROJECT
Building Code: 9th Edition
Use Group: E-- Educational
Occupant Load: 98
Type of Construction:
Automatic Sprinkler System:
Special Conditions:
State Agency:
Occupancy For: Commercial Change of Use

Complies with the Massachusetts State Building Code and Permission is hereby granted to occupy said building in accordance with 780 CMR.

Building Permit #:

Date: November 27, 2023

Building Commissioner
Louis Cavagnaro

Valid with Embossed Seal Only



Assessment Policy 2024-2025

Evaluation and Testing

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

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

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



F	0%			
---	----	--	--	--

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

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

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

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

Grades 3-5 will take the Massachusetts Comprehensive Assessment System (MCAS) between May and June.



Family Handbook 2024-2025

WELCOME

Dear Family,

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

About Us

TIES

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

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

MISSION

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



The Islamic Education Schools - Revere

diverse, well-rounded academic environment founded on the teachings of Prophet Muḥammad, peace be upon him.

TIES

Setting the foundation for success in school and life!

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

Ages We Serve

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

ENTRANCE AGE REQUIREMENTS

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

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

Hours of Operation

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

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

Scheduled Closures

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

There will be early closings on: Ø See school calendar



The Islamic Education Schools - Revere

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

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

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

Definition of Family

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

Admission & Enrollment

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

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

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

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

Inclusion

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

Non-Discrimination

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



The Islamic Education Schools - Revere

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

Family Activities

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

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

Confidentiality

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

Staff Qualifications

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

Communication & Family Partnership

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

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



The Islamic Education Schools - Revere

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

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

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

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

Publicity

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

CURRICULA & LEARNING

Learning Environment

Islamic Content:

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



The Islamic Education Schools - Revere

we imagine in our minds, Allāh is different from that, and that Prophet Muḥammad is the last of the prophets and messengers and called the people to Islam. We teach them the basic rules of purification and prayers including how to make istinja', how to make wudu', and how to pray; we also teach them about ḥajj, zakāt, fasting, Islamic manners, Islamic history, and sunnahs such as using the siwak.

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

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

Curricula & Assessment

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

Field Trips

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

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



Transition

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

Viewing Time

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

Multiculturalism

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

Celebrations

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

GUIDANCE

General Procedure

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

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



Challenging Behavior

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

At TIES, we believe each student should:

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

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

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

Physical Restraint

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

Notification of Behavioral Issues to Families

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

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

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



TUITION AND FEES Payment

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

Late Pick-up Fees

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

Special Activity Fees

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

Late Payment Charges

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

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

Payments

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

ATTENDANCE & WITHDRAWAL Absence

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

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



Withdrawals

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

Transfer of Records

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

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

Closing Due to Extreme Weather

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

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

DROP-OFF AND PICK-UP General Procedure

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

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

Cell Phone Usage

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

Electronics



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

Authorized & Unauthorized Pick-up

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

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

Right to Refuse Child Release

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

PERSONAL BELONGINGS What to Bring

• All Students will need:

- Reusable water bottle (sent home for weekly washing)
- 3 boxes of tissues for communal use
- 3 containers of disinfecting wipes for communal use
- Prayer clothes
- Please see your child's school supply list

Lost & Found

You can look for lost items and bring found items to the Lost-and-found Box located in the school office. Please note that we are not responsible for lost personal property. Label all items brought from home with your child's name to prevent items from becoming misplaced or lost. We are not responsible for lost or damaged items.



NUTRITION

Foods Brought from Home

Food brought from home is permitted under the following conditions:

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

Food Allergies

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

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

Health Immunizations

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

Physicals

Routine physicals are required and a copy of your child's annual physical should be received before newly enrolled students begin, but must be received no later than 60 days after your child begins the program. Returning students must submit TIES annual physical upon expiry of last year's physical. A returning child will not be accepted back in school without an updated



physical. Families are responsible for assuring that TIES child's physicals are kept up-to-date and that a copy of the results of the child's health assessment is given to the program.

Illness

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

- Illness that prevents your child from participating in activities.
- Illness that results in greater need for care than we can provide.
- Fever of 100.4°F or higher
- Diarrhea – stools with blood or mucus, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.
- Vomiting – green or bloody, and/or 2 or more times during the previous 24 hours.
- Mouth sores
- Rash with fever, unless a physician has determined it is not a communicable disease.
- Pink or red conjunctiva with white or yellow eye discharge, until on antibiotics for 24 hours.
- Impetigo, until 24 hours after treatment.
- Strep throat, until 24 hours after treatment.
- Head lice, until treatment and all nits are removed.
- Scabies, until 24 hours after treatment.
- Chickenpox, until all lesions have dried and crusted.
- Pertussis (Whooping Cough), until 5 days of antibiotics.
- Hepatitis A virus, until one week after immune globulin has been administered.

Children who have been ill may return when:

- They are free of fever, vomiting and diarrhea for 24 hours.
- They have been treated with an antibiotic for 24 hours.
- They are able to participate comfortably in all usual activities.
- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
 - The child's physician signs a note stating that the child's condition is not "contagious", and;
 - The involved areas can be covered by a bandage without seepage or drainage through the bandage.
- If a child had a reportable communicable disease, a physician's note stating that the child is no longer "contagious" and may return to our care is required.



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

Allergy Prevention

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

Medications

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

- **Prescription medications** require a note signed by the family and a written order from the child's physician. The label on the medication meets this requirement. The medication must include your child's name, dosage, current date, frequency, and the name and phone number of the physician. All medications must be in the original container (you may request pharmacies to fill your prescription in two labeled bottles). Please specify the dosage and time(s) to be administered for each medication.
- **Non-prescription medications** require a note signed by the parent/guardian. Non-prescription medication should not be administered for more than a 3-day period unless a written order by the physician is received. Non-prescription medications require a medication log to be filled out by parents/guardians.
- **Non-prescription topical ointments** (e.g., rash cream, sun screen, insect repellent, tooth pain reliever, etc.) require a medication log signed by the parent/guardian specifying frequency and dosage to be administered.

Communicable Diseases

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

- Bacterial Meningitis
- Botulism
- Chicken Pox
- Diphtheria
- Haemophilus Influenzae (invasive)



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

Extreme Weather and Outdoor Play

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

Injuries

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

Respectful Behavior

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

SAFETY Clothing

TIES Uniform Policy:

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

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



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



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

Prohibited Substances

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

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

Dangerous Weapons

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

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



Child Custody

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

Mandated Reporter

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

EMERGENCIES

Lost or Missing Child

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

Fire Safety

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

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

Emergency Transportation

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



The Islamic Education Schools - Revere

SCHOOL POLICIES

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

FAMILY ACTIVITIES

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

Advisors:

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

PTG – meets monthly to plan family events and fundraisers

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

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

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

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

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

Family Handbook Acknowledgement



The Islamic Education Schools - Revere

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

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

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

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

Recipient Signature

Date

TIES Staff Signature

Date