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Hebrew Language Public Charter School

Executive Summary

Mission

The Washington DC Hebrew Language Public Charter School (HLPCS) will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-K to 8th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Philosophy

HLPCS is founded on a steadfast commitment to ensuring that all of its students experience the diverse offerings of the District of Columbia while ensuring high levels of academic achievement for its students in a dual-language immersion setting.

HLPCS is guided in its innovative language-based program by the following philosophical principles and beliefs:

- All children, regardless of background, learning abilities and physical capacities, can and should contribute to the creation of a positive, supportive learning community for all
- All children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from, and with, each other
- It is critical for all children to have the opportunity to gain fluency in more than one language and culture and that dual-language learning supports academic achievement and enhanced cognitive skills
- It is crucial to provide children with the skills that they will need to take an active and responsible role in the global world
- Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages, and contemporary Israeli culture fosters characteristics and skills that empower children to be active global citizens

School Goals

Language Immersion

- HLPCS will be a Hebrew-English immersion school with a commitment to early literacy and numeracy. HLPCS will offer children a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages.

Diversity and Global Citizenship

- HLPCS hopes to create a culture of appreciation for diversity and difference that will enrich students through their exposure to cultures and backgrounds different from their own.

School Culture

HLPCS's vision is of a community of learners striving towards excellence, where children of all backgrounds and abilities are valued members of a safe, nurturing community, in which differences are appreciated, and families are active participants in school life. Through exposure to the Hebrew language and contemporary Israeli culture, students will learn broad lessons about how to appreciate and participate in cultures that are different from their own.

Instructional Approach

HLPCS will integrate a model of differentiated instruction as a methodological foundation for all teaching in the school. Differentiated instruction is a key element in ensuring academic success for all students and is particularly crucial because we anticipate that students will arrive at all grade levels, at a variety of skill levels, and that we will serve students with disabilities and English language learners. Differentiated instruction will be one tangible educational expression of the school's diversity.

HLPCS will use the Proficiency Approach to language instruction. The Proficiency Approach aims to assist learners in developing their ability to perform in the learned language in all four language skills (listening, speaking, reading and writing). With this approach, learners *acquire* the language which allows them to engage deeply with the language and enables the language to become part of the learner.

Concrete Plans

The DC Hebrew Language Public Charter School (HLPCS) is planning to locate in Wards 1, 4, or 5 and to be easily accessible by public transportation. The school will serve elementary-age children in Washington DC from Pre-K through eighth grade. At capacity, the school will enroll 535 children. The school will have 194 days of instruction and the school day will begin at 8:15 am and end at 3:30 pm with before and after-care available at no cost. HLPCS will offer a holistic and comprehensive variety of extracurricular activities that further the school's mission of academic excellence and cultural immersion.

Founding Group and Board of Trustees

Over 20 individuals came together to create HLPCS's vision and mission. Our founding group consisted of experts in bilingual education, education reform in Washington DC, curriculum development, business, nonprofit management, facilities, legal compliance and fundraising. Numerous community-based organizations and other D.C. Public Charter Schools have also supported HLPCS. On gaining a conditional charter, the school will be governed by an active Board of Trustees who bring diverse experience and strong commitment to leading the school in its first years.

A. Educational Plan

A.1 Mission and Purpose of Proposed PCS

A 1.a Educational Needs of the Target Student Population

The DC Hebrew Language Public Charter School (HLPCS) will be a Hebrew-English immersion school, serving elementary-age children in Washington DC from pre-kindergarten through eighth grade. At capacity, the school will serve 535 children.

The founders of HLPCS feel both privileged and humbled to be developing a school that will strive to improve education for children in the District of Columbia, by means of an innovative language-based program that will foster academic excellence. The District of Columbia is a unique and exciting city that continually surprises with its paradoxes, contrasts and challenges. The city has enormous advantages to offer its students; it is home to world-class museums and other varied repositories of knowledge; it offers hands-on experience of our nation's democratic process in action, and it provides access to a cosmopolitan population with roots in all the world's cultures. In addition, it is home to many highly-regarded universities and research centers, as well as being a hub for government, foreign and domestic policy-making and careers in a wide range of fields. At the same time, the city is faced with challenges that negatively impact student achievement through higher than average levels of unemployment and poverty, highly segregated populations and traditionally low levels of literacy. HLPCS is founded on a steadfast commitment to ensuring that all of its students experience the diverse offerings of the District of Columbia while ensuring high quality academic achievement for its students in a dual-language immersion setting.

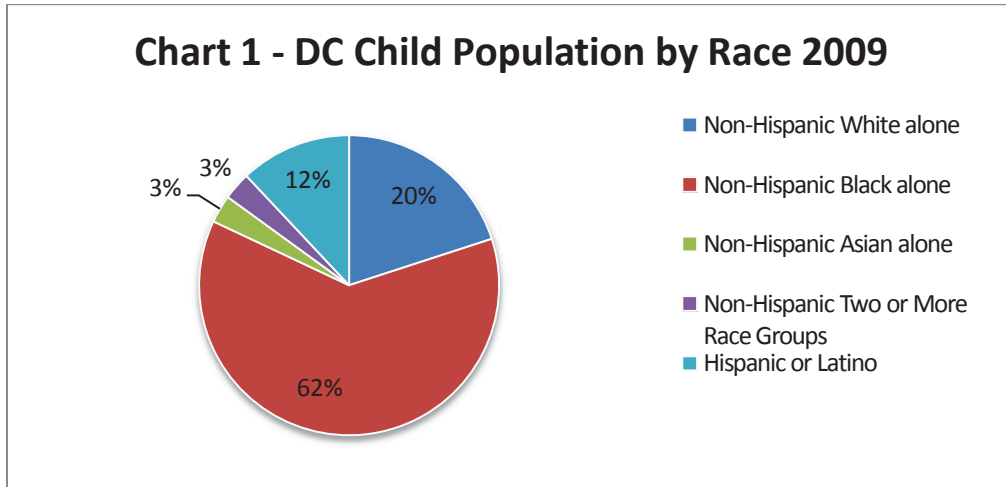
HLPCS will be open to all students in the District of Columbia and will aim for a student body that is diverse in terms of race, ethnicity, and socioeconomic status. We anticipate that students at HLPCS will be reflective of all the students in the District, and will come from a wide variety of backgrounds. Based on the composition of the city, we anticipate that our students will likely have the following characteristics:

Students will come from families that represent a diverse income level distribution. A large segment of families will live below the poverty line.

- In 2009 30% of DC children were living in poverty. Of this number, 42% were from black, non-Hispanic families.
- In 2010 44% of DC's children lived with at least one parent who had no full-time, year-round income.
- In SY 2010-11, 71% of DC students qualified for Free and Reduced Lunch. The number of students eligible for lunch assistance has increased in each of the previous three years, indicating the continued financial hardships faced by a significant number of the District's families.

- In 2009 the average family income in the District of Columbia was \$59,290. Ward 3, with the highest income had an average family income of \$257,386 whereas Ward 8 had the lowest average family income of \$44,076 demonstrating the vast income diversity in the city¹.

Students will come from a range of ethnic and racial backgrounds. Chart 1 below demonstrates the racial breakdown of the city’s children in 2009².



Students will speak many languages.

- In 2009 (the latest figures that are available), one in five children in DC under the age of 18 had at least one foreign born parent³ and according to the American Community Survey 14.2% of DC residents speak a language other than English in their home⁴.
- The most commonly spoken languages, apart from English, are Spanish, Amharic, Chinese, French and Vietnamese, but there are 107 languages spoken by DC children⁵.
- As children of immigrants these children are exposed to the culture from which their family originated, are culturally (if not also linguistically) bi-literate, and likely have extended families living abroad.

Students will come from families with varied levels of educational achievement.

- Almost one in five children has a parent with a graduate degree, and almost the same amount has parents who did not graduate from high-school⁶. The chart below shows the level of educational attainment of the heads of households with children in DC.

¹ All these figures are from the Kids Count Data Center of the Annie E. Casey Foundation -

<http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=DC&loc=10>

² <http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=DC&loc=10>

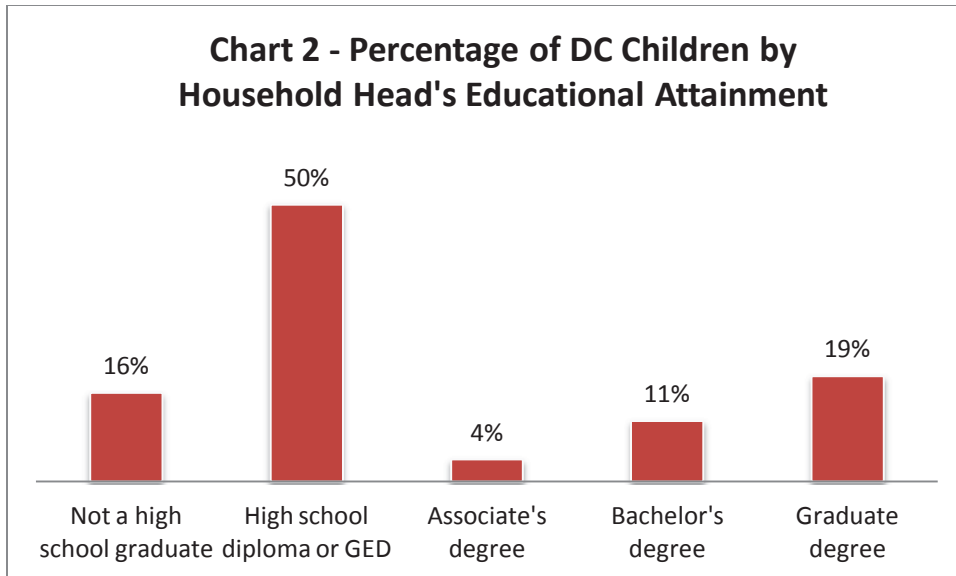
³ The Migration Policy Institute - <http://www.migrationinformation.org/dataHub/state.cfm?ID=DC>

⁴ US Census –the American Community Survey -

http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=&_cityTown=&_state=04000US11&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010

⁵ <http://www.dc.gov/DCPS/Files/downloads/In-the-Classroom/DCPS-OBFactSheet-HomeLanguage-SY-2009-10-D2.pdf>

⁶ <http://datacenter.kidscount.org/data/bystate/StateLanding.aspx?state=DC>



Student Characteristics – Demographics

Given the diversity of statistics referenced above, the school hopes to attract and integrate students of all socioeconomic, racial and ethnic backgrounds into a learning culture with high standards for all. While one cannot fully predict the student population, reviewing student demographics in dual-language immersion programs in Wards 1, 4 and 5, where the school hopes to locate, is instructive. Table 1 below shows student demographics for all dual-language immersion programs (public charter schools and District of Columbia Public Schools) in the targeted wards. The table shows highly variable demographics amongst schools with a language focus. Some schools show much higher than average numbers of English Language Learners, which directly correlates with their high numbers of Hispanic students. It is not surprising to find high proportions of Spanish speakers at schools in which Spanish language is central to the program. This is borne out when we look at the demographic figures for the only non-Spanish program, at Washington Yu Ying, which teaches Chinese and where the ELL numbers reflect the district average. The numbers of Title 1 students also vary widely. It appears that just the existence of a language immersion program does not correlate simply with the percentage of Title 1 students in the school.

Table 1: Student Demographics at Dual-Language Immersion Schools in Targeted Wards

School	Type	Ward	Special Education	Title 1	ELL	African-American	Hispanic	Asian	Caucasian
Bancroft ES	DCPS	1	8.0%	66.0%	70.0%	10.0%	75.0%	6.0%	7.0%
Bruce-Monroe ES	DCPS	1	11.0%	87.0%	58.0%	35.0%	64.0%	0.0%	0.0%
Cleveland ES	DCPS	1	6.0%	74.0%	26.0%	6.0%	29.0%	1.0%	1.0%
DC Bilingual	PCSB	1	10.7%	84.7%	46.4%	12.6%	82.0%	0.5%	4.6%
Marie Reed ES	DCPS	1	7.0%	71.0%	58.0%	22.0%	66.0%	7.0%	4.0%
LAMB	PCSB	4	13.1%	24.1%	38.2%	21.6%	57.3%	0.0%	21.1%
Powell Elementary	DCPS	4	11.0%	90.0%	66.0%	15%	82.0%	1.0%	1.0%
Elsie Whitlow Stokes	PCSB	5	8.0%	79.1%	36.9%	44.9%	41.1%	0.6%	11.4%
Washington Yu-Ying	PCSB	5	8.3%	19.5%	7.9%	46.5%	5.4%	14%	28.2%

Considering the student characteristics of all the dual-language immersion programs in Wards 1, 4 and 5, and allowing for the unique focus and mission of HLPCS, we anticipate that HLPCS students will have the following characteristics:

- 8%-12% special education students
- 7% English language learners (as mentioned above, the higher than average percentage of ELL students in the dual language programs in Wards 1, 4, 5 listed above is due to the native Spanish speakers in the Spanish language schools, this will not be the case at HLPCS)
- 50%-65% Title 1 students (as mentioned above, the numbers vary widely; HLPCS estimates a figure that is lower than the DC average but still broadly representative of the range of students in the District)

Student Needs

Given the characteristics of the DC population, HLPCS will address two key needs of the District’s children. The first need is the lack of high quality academic programming providing rigorous literacy and

numeracy skills for students in preparation for quality high-school programs. In 2007 (the latest figures available) 16% of children aged one-five in the District of Columbia were in families that read to them fewer than three times a week⁷. These are children who will arrive in kindergarten with lower levels of pre-literacy than their peers and who need extra support to ensure that they are at grade level for literacy. It is certainly nothing new to say that all children need, and indeed have the right to, an education that will equip them with the learning skills that serve as the building blocks for all their future education. But, given the historically low levels of literacy in DC and the correlated poverty, the children of the District are in particular need of quality schools that will especially focus on using the most effective techniques to help them acquire the ability to read, write, and do math.

Table 2 below identifies the DC CAS performance for 28 schools in Wards 1, 4 and 5; all DCPS schools and the nine language-immersion charter schools that we have already referenced. In reviewing this student achievement data, the average proficiency in reading is 46% and the same is true for math. However, when one considers *only* the language immersion programs, the proficiency in reading improves to 50% and 53% in math. Further, when including only charter language immersion programs, the reading proficiency increases to 58% and 56% for math, respectively.

Moreover, when considering the status of each school under NCLB and the school improvement category, of all the schools listed, only charter language-immersion programs are not in an improvement category (Washington Yu-Ying and LAMB). Furthermore, 17 of the 28 schools are at the most dire aspects of school improvement, restructuring year 1 and/or 2 demonstrating long-term and enduring inability to meet academic achievement targets. Thus, of the 28 schools listed below, only two are not in some aspect of school improvement. It is clear that the overwhelming majority students in these schools do not have access to the highest quality education, and the schools overall are in need of improvement.

Lastly, of the four charter schools in the list below, two were ranked as Tier 1 by the Public Charter School Board on the Performance Management Framework (PMF). While it is beyond the scope of this application to draw research based conclusions about student achievement and the impacts of dual-language immersion programs, the DC CAS data does show correlations between student achievement and such programs. Given the academic programming currently available to families in Wards 1, 4 and 5, HLPCS is committed to filling the academic void present in the wards by providing a high-quality dual-language immersion program yielding high student achievement.

⁷ <http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=5108&dtm=11546>

Table 2 - DC Public Schools & Dual-language Immersion Public Charter Schools in Wards 1, 4, & 5

School	Ward	Actual Enrollment 2010-11	Type	% Low Income ⁸	DC-CAS Performance (% Proficient) SY 2010-11 Reading/Math ⁹	School Improvement Status (SIP)	PMF Ranking
Bancroft ES ^a	1	458	DCPS	66.0%	38.0%/53.0%	Restructuring Yr. 2	
Barnard ES	4	439	DCPS	62.0%	58.0%/61.0%	In-need of Improvement Yr. 1	
Brightwood ES	4	563	DCPS	80.0%	36.0%/31.0%	Restructuring Yr. 2	
Brookland EC	5	352	DCPS	70.0%	39.0%/37.0%	Corrective Action	
Brown EC	5	421	DCPS	90.0%	22.0%/29.0%	Restructuring Yr. 2	
Bruce-Monroe ES ^a	1	421	DCPS	87.0%	30.0%/43.0%	Restructuring Yr. 2	
Burroughs EC	5	355	DCPS	79.0%	41.0%/39.0%	Restructuring Yr. 1	
Cleveland ES ^a	1	295	DCPS	74.0%	58.0%/70.0%	In-need of Improvement Yr. 1	
DC Bilingual ^a	1	366	PCSB	84.7%	39.3%/46.6%	Corrective Action	Tier 2
Elsie-Whitlow Stokes ^a	5	350	PCSB	79.1%	55.8%/64.8%	Restructuring Yr. 1	Tier 1
H.D.Cooke ES	1	367	DCPS	91.0%	32.0%/24.0%	Restructuring Yr. 2	
Lafayette ES	4	682	DCPS	5.0%	88.0%/87.0%	In-need of Improvement Yr. 1	
Langdon ES	5	414	DCPS	71.0%	67.0%/72.0%	In-need of Improvement Yr. 1	
LaSalle-Backus ES	5	301	DCPS	62.0%	29.0%/40.0%	Restructuring Yr. 2	
Latin-American Montessori Bilingual ^a	4	199	PCSB	24.1%	76.1%/57.4%	n/a	Tier 1

⁸ These percentages were taken from the Public Charter School Board (PCSB) PMF Framework <http://www.dcpbpubliccharter.com/Data-Center/Charter-School-Performance-Publications.aspx> for all charter schools; District of Columbia Public Schools profiles were used for DCPS schools <http://dcatlas.dcgis.dc.gov/schoolprofile/>

⁹ 2010-11 No Child Left Behind reports at <http://nclb.osse.dc.gov>. “Percent Proficient” is the percentage of students tested who scored “proficient” or higher on the DC-CAS tests given in the spring of 2010. The percentage of Highly Qualified Teachers is based on the percentage of core courses not taught by a Highly Qualified Teacher, as defined in the No Child Left Behind Act.

Marie Reed ES ^a	1	374	DCPS	71.0%	41.0%/52.0%	Restructuring Yr. 2	
Marshall ES	4	140	DCPS	78.0%	33.0%/26.0%	Restructuring Yr. 1	
Noyes ES	5	413	DCPS	84.0%	32.0%/28.0%	In-need of Improvement Yr. 1	
Powell ES ^a	4	286	DCPS	90%	51.0%/38.0%	Restructuring Yr. 1	
Raymond ES	4	400	DCPS	74.0%	42.0%/36.0%	Restructuring Yr. 2	
Shepherd ES	4	352	DCPS	24.0%	68.0%/67.0%	In-need of Improvement Yr. 1	
Takoma EC	1	322	DCPS	77.0%	50.0%/45.0%	Restructuring Yr. 1	
Truesdell EC	4	429	DCPS	74.0%	33.0%/42.0%	Restructuring Yr. 1	
Tubman ES	1	472	DCPS	43.0%	43.0%/61.0%	Restructuring Yr. 2	
Washington Yu-Ying ^a	5	241	PCSB	19.5%	63.0%/57.0%	n/a	n/a
West EC	4	239	DCPS	67.0%	49.0%/40.0%	Restructuring Yr. 1	
Wheatley EC	5	463	DCPS	83.0%	19.0%/20.0%	Restructuring Yr. 2	
Whittier EC	4	407	DCPS	79.0%	38.0%/41.0%	Corrective Action	

^a a language-immersion program school

The second need that HLPSCS will address is the need for all young people to be equipped to live their adult lives as participating and contributing members of a global world. Particularly as students in Washington DC, our nation’s capital and center of government, these young people are uniquely located in a key hub of international affairs and global development. As the world becomes a “flatter” place, we aspire to a reality in which the students of DC will be equipped with the skills to be full participants in a world in which it is crucial to be culturally multi-literate.

In response to these needs, HLPSCS will offer all the students of Washington DC a unique school that will approach its educational mission in the following special and promising ways:

Language Immersion

HLPSCS will be a Hebrew-English immersion school with a commitment to early literacy and numeracy. HLPSCS will offer children a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages.

Diversity and Global Citizenship

HLPSCS hopes to create a culture of appreciation for diversity and difference that will enrich students through their exposure to cultures and backgrounds different from their own. Students will strengthen

their own identities as a result of their contact and relationship with others and will learn to be competent and confident in their ability to participate in a global society. Through exposure to the Hebrew language and contemporary Israeli culture, students will gain access to Middle Eastern culture, and they will learn broad lessons about how to appreciate and participate in cultures that are different from their own.

School Location

HLPCS plans to locate in Wards 1, 4 or 5 of the District of Columbia. These three wards offer a number of advantages that serve the school’s mission.

First, Wards 1 and 4 are among the most diverse wards of the city and our choice of these wards reflects our wish to attract students from a broad range of backgrounds and to model a multi-ethnic and multi-cultural community.

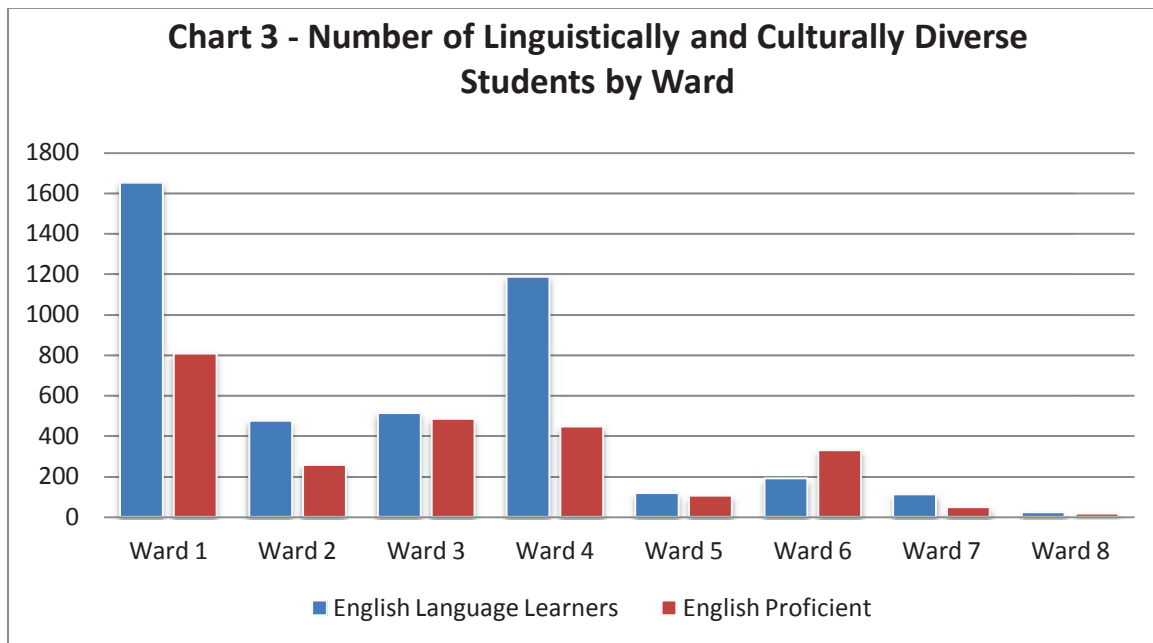


Chart 3 above shows the number of linguistically and culturally diverse students in each ward of DC¹⁰. Wards 1 and 4 have the most students with parents who are immigrants or who speak a language that is not English in their home. As the table shows, Wards 2 and 3 also have relatively large numbers of diverse students but the population of these wards is the wealthiest in the city, have the highest-performing DCPS schools in the city and are therefore not in the greatest need of another high-performing school.

Ward 5 does not have the highest level of culturally diverse students in the city, but it is a ward in transition to greater diversity, and with demonstrated demand for an excellent school with a language focus. In a 2011 study looking at the future of schools in Ward 5, parents of middle school students

¹⁰ <http://dcps.dc.gov/DCPS/Files/downloads/In-the-Classroom/DCPS-OBFactSheetFrontPage-SY-2009-10-D2.pdf>

ranked world languages as one of their top priorities¹¹. And the 2010 DC census shows that Ward 5 had the highest rate of growth of culturally diverse populations¹².

Given that HLPCS seeks to provide an excellent education to a diverse group of DC children, the school is best served by locating in the most diverse neighborhoods that are also the most centrally located so as to provide easy access via public transportation, Wards 1, 4 and 5.

A central location among Wards 1, 4 and 5 will enable students from across the city to attend the school by maximizing accessibility by public transportation. In addition to helping students from all types of families get to school, convenient public transportation is important for ensuring the school draws from a diverse set of families. We also believe that a central location near the main business districts will enable parents to drop off and pick up their children from the school conveniently on the parents' way to and from work, no matter where the family lives.

A recent study showed that when researchers looked at student populations in each neighborhood cluster to determine which communities had the largest shortage of seats in top-Tier schools, the biggest shortage — about 27,000 seats — is concentrated within 10 neighborhood clusters, some south and east of the Anacostia River in Wards 7 and 8, but with others cutting across portions of Wards 1 and 5 in Northeast and Northwest Washington, where HLPCS intends to locate. More than half of the shortfall is for kindergarten through fifth grade¹³.

Current Language Immersion Options in Wards 1, 4 and 5

The founders of HLPCS are confident that there are significant numbers of families in the north and central parts of DC that are interested in language schools. While dual-language immersion programs are found throughout Wards 1,3,4,5, and 6, they are not spread equally through the geographical areas. Ward 1 has the most options, most of which are part of DCPS; Bancroft Elementary, Bruce-Monroe Elementary, Cleveland Elementary, and Marie Reed Elementary. DC Bilingual is the only language charter school in this ward. Ward 4 is home to two schools with a language focus; LAMB (PCSB) and Powell Elementary. The remaining two schools, Elsie Whitlow Stokes and Washington Yu Ying) are in Ward 5. All these schools report that they are over-subscribed and that they hold waiting lists of at least 200 children per year demonstrating that this is a geographical area with significant demand for schools with an immersion component, especially from the charter community. The most notable DCPS dual-immersion program, the Oyster-Stevens Bilingual School is located in Ward 3. A French-immersion private school is located in Ward 3. Though waitlist information is not readily available, we have confirmation from the following schools of their waitlist numbers. These figures show that the current dual-language immersion programs are over-subscribed and that there is additional demand for immersion schools.

¹¹ <http://dcps.dc.gov/DCPS/Files/downloads/COMMUNITY/Final%20Ward%205%209-29-11%20Meeting.pdf>

¹² http://www.dcactionforchildren.org/sites/default/files/CensusBrief4-27-11_FINAL.pdf

¹³ 2012, IFF Report - "Quality Schools: Every Child, Every School, Every Neighborhood". Available at: http://dme.dc.gov/DC/DME/Publication%20Files/IFF_Final_Report.pdf

School	Waitlist for 2011-2012 school year
Bruce Monroe	80
Cleveland	95
DC Bilingual	370
Elsie Whitlow Stokes	200
Marie Reed	100
Washington Yu Ying	250

School Enrollment Plan

In the first year, HLPCS proposes to accept students into pre-kindergarten, kindergarten and first grade, adding one grade in each of the following years, until the school is serving students up to and including eighth grade.

The school will start with the youngest age groups in order to focus on establishing the culture of the school, and to develop a reputation as an excellent educational option for families in the District. Because of the need to acclimate new students to the language immersion program, the school will accept new students only until second grade. Classes will consist of up to 22 students. More details on the Hebrew immersion model are provided later in section A1.c.

	PK	K	1	2	3	4	5	6	7	8	TOTAL
2013-14	44	40	40								124
2014-15	44	40	40	40							164
2015-16	88	40	40	40	34						242
2016-17	88	80	40	40	34	28					310
2017-18	88	80	80	40	34	28	22				372
2018-19	88	80	80	80	34	28	22	18			430
2019-2020	88	80	80	80	72	28	22	18	16		484
2020-2021	88	80	80	80	72	65	22	18	16	14	535

In the first two years of the school we will develop the school culture and ensure the school is off to a fiscally and academically sustainable beginning. Starting from Year 3 we will double the number of pre-kindergarten students in order to front load our enrollment. Because of the language component of our school, we will not enroll new students after second grade; however, as is natural in any school, we expect an attrition rate and have estimated conservatively at approximately 15% per year. In order to compensate for this attrition, to create a vibrant, full school with students in each grade, and to be fiscally sustainable, we will significantly increase the incoming number of students beginning in Year 3.

School's Impact on the Surrounding Community

HLPCS will be a school of choice drawing students from across the District of Columbia to a central location, preferably in Ward 1, 4 or 5. Wards 1, 4 and 5 are areas where there is an expressed need for dual-language immersion programs as evidenced by the current oversubscription of such programs in these wards. However, unlike the current alternatives, HLPCS is expanding the language options available to parents by offering a Hebrew/English immersion program. The table below demonstrates the vast need by parents of dual enrollment programs based on 2010-11 data. Among DCPS schools, fewer than 30 slots were available at each school for students living out-of-boundary with Powell elementary school having no slots. These are also areas where a substantial number of resident students do not currently attend their neighborhood schools, according to DCPS out-of-boundary enrollment data (see Table 3 below). In fact, over one-third of all students in these schools come from outside the school's enrollment boundary. Moreover, three DCPS schools in this area closed and/or consolidated in 2008. Among charters, while the number of available slots was higher because all students subscribe to a de-facto lottery process, the number of newly enrolled students demonstrates most students enrolling in new 3 and 4-year old slots rather than the emergence of numerous seats. In these circumstances, we anticipate that a significant number of Ward 1, 4 and 5 residents will be interested in our school and we will recruit in those areas, among others.

Table 5 - Out-of-Boundary Student Enrollment at Dual-Language Immersion Schools in Wards 1, 4, & 5

School	Type	Ward	Total Enrollment 2010-11	Language-Immersion	Out of Boundary (DCPS only)	Number of Newly Enrolled Students in SY 2010-11 through Out-of-Boundary Lottery ¹⁴
Bancroft ES	DCPS	1	458	Spanish	55.0%	23
Bruce-Monroe ES	DCPS	1	421	Spanish	39.0%	8

¹⁴ Data retrieved from Friends of Choice in Urban Schools (FOCUS) data quality dashboards <http://focusdc.org/data>. Data represented for DCPS includes out-of-boundary lottery. Charter school data includes all student applicants, regardless of boundary.

Cleveland ES	DCPS	1	295	Spanish	70.0%	28
DC Bilingual	PCSB	1	289	Spanish	n/a	68
Elsie Whitlow Stokes	PCSB	5	350	French & Spanish	n/a	101
LAMB	PCSB	4	199	Spanish	n/a	42
Marie Reed ES	DCPS	1	374	Spanish	69.0%	13
Powell Elementary	DCPS	4	286	Spanish	32.0%	0
Washington Yu-Ying	PCSB	5	241	Chinese	n/a	68

A 1.b Mission and Philosophy

The Washington DC Hebrew Language Public Charter School offers children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 8th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

HLPCS is guided by the following philosophical principles:

- We believe that all children, regardless of background, learning abilities and physical capacities, can and should contribute to the creation of a positive, supportive learning community for all.
- We believe that all children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from, and with, each other.
- We believe that it is crucial for all children to have the opportunity to gain fluency in more than one language and culture and that dual-language learning supports academic achievement and enhanced cognitive skills.
- We believe that in the global world in which our children are growing up, it is crucial to provide them with the skills that they will need to take an active and responsible role in the world.
- We believe that Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages, and contemporary Israeli culture fosters characteristics and skills that empower children to be active global citizens.

A 1.c Educational Focus

Based on the philosophical beliefs described above, HLPCS strives to create an inclusive, integrated community of learners who will achieve academic excellence through a dual-language immersion program in English and Hebrew.

The following elements are the foundations of this educational focus:

Learning Through an Inclusive Community

- We believe that all children, regardless of background, learning abilities and physical capacities, can and should contribute to the creation of a positive, supportive learning community for all.

HLPCS will welcome all children, with their unique gifts and talents, and seek to build a community in which they gain support for learning and the confidence and competence that will serve them for the rest of their lives. The HLPCS community will be inclusive of all children and their families, regardless of the socioeconomic or cultural background from which they come, or the language they speak. The school will provide an accessible place for all to come, learn and contribute.

Achievement Through Integration

- We believe that all children are capable of reaching high levels of academic excellence and social-emotional growth, and that one proven way of enabling their success is by purposefully providing a structure where children of varying backgrounds learn from, and with, each other.

There is a large body of research that bears this out, as articulated in the quotation below from the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University:

Research has consistently demonstrated that these [integrated] schools prepare all students, not just the impoverished students of color, to be effective citizens in our pluralistic society, enhance social cohesion, and reinforce democratic values. Students in integrated schools benefit from a higher level of parental involvement, graduate at higher rates, complete more years of education, earn higher degrees and major in more varied disciplines, gain greater access to professional jobs, and earn higher incomes, even when controlling for a number of other background characteristics¹⁵.

Benefitting from the strengths of each unique population within a learning environment can positively impact the entire student body. We believe that this principle is particularly pertinent in DC, which is a diverse urban community in which such integration is possible, but all too rare.

Driven by our mission, HLPCS will promote achievement gains for all students by having a diverse and integrated student body in a school with highly qualified and dedicated teachers, an involved parent body, and students with high aspirations.

¹⁵ Spencer, M.L & Reno, R; “The Benefits of Racial and Economic Integration in our Education System: Why this matters for our democracy”. The Kirwan Institute for The Study of Race and Ethnicity at The Ohio State University, February 2009 . Retrieved from <http://www.racialequitytools.org/resourcefiles/spencer.pdf>

Dual Language Fluency

- We believe that it is crucial for all children to have the opportunity to gain fluency in more than one language and culture. Not only does language learning support academic achievement and provide cognitive benefits to students, it affects attitudes and beliefs about language learning and provides entry to other cultures.

There is a large body of research demonstrating that language learning provides students with academic advantages¹⁶. The American Council of Teaching Foreign Language (ACTFL) has compiled an extensive body of research on the benefits of dual-language immersion programs. The research, grounded in historical context and current literature, notes that students who learn a second language have increased student achievement results compared to peers, improved cognitive skills, and overall positive attitudes for other cultures.

Counter-intuitively perhaps, it is clear that time spent learning a second language bolsters the learning of the first language too, as students, especially young children, develop cognitive tools that allow them to apply lessons from one language directly to the second.

To achieve bi-literacy and ensure competence in cross-cultural communication, HLPCS will immerse students in the two languages beginning at age four, making the most of the innate ability of young children to learn language, and contributing to their increased cognitive skills and higher achievement in other academic areas and on standardized tests¹⁷. Our efforts from preschool through eighth grade will support the long-term academic achievement of English Language Learners¹⁸ and promote bi-literacy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students¹⁹.

A growing body of research indicates that language immersion provides multiple advantages to students, including:

- Students achieve well above grade level, even years after their participation.
- Students become proficient in another language and develop deeper cultural awareness.
- Non-native English speakers and native English speakers in immersion programs perform as well as or better than their peers educated in other types of programs. For example, both native Spanish speakers and native English speakers in immersion programs perform better than their peers both on English standardized achievement tests and Spanish standardized achievement tests.

¹⁶<http://actfl.org/i4a/pages/index.cfm?pageid=4524>

Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages*, 2(3), 20-31

Johnson, C. E., Flores, J. S., & Eillson, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools: A second report. *The Modern Language Journal*, 47(1), 8-11.

Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-sclar reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49(1), 6-23. From PsychINFO database.

¹⁷ Stewart, J.H., *Foreign Language Study in Elementary Schools: Benefits and Implications for Achievement in Early Childhood, Education Journal*, 2005, 33(1), pp. 11-16.

¹⁸ Wayne P. Thomas and Virginia P. Collier, *National Study of School Effectiveness for Language Minority Students Longterm Academic Achievement*, 2005.

¹⁹ Dual Language Education of New Mexico, available at <http://www.dlenm.org/archive/2007/dlenm/101.html>.

- Mathematical concepts and skills learned in one language are easily transferred to the other language.²⁰

Among the most notable benefits cited by ACTFL are:

Language learning provides cognitive benefits to students²¹

There is evidence that early language learning improves cognitive abilities and that bilingualism correlates with increased cognitive development and abilities²². There is also a correlation between bilingualism and attentional control on cognitive tasks. Furthermore, a correlation between bilingualism and intelligence and between bilingualism and meta-linguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities exists²³.

Language learning supports academic achievement²⁴

Language learning correlates with higher academic achievement on standardized test measures, and it is beneficial to both native English speakers and English Language Learners²⁵. Language learning is beneficial in the development of students' reading abilities in both languages, as there is evidence that language learners transfer skills from one language to another^{26 27}. There is also a correlation between second language learning and increased linguistic awareness, and between language learning and students' ability to hypothesize in science²⁸. Moreover a positive correlation between young children's second language development and the development of print awareness has been proven by research. Lastly, a correlation between early language study and higher scores on the SAT and ACT tests and higher academic performance at the college level has been found^{29 30}.

Language learning promotes positive attitudes towards other cultures³¹

Culture is an integral part of language learning, as the language provides a window into that culture and offers students the opportunity to engage actively with it. Research demonstrates that learning a target

²⁰ *Trends in Two-Way Immersion*, Aug. 2003, quoted in http://www.cs37.org/english/academics_language.php.

²¹ <http://actfl.org/i4a/pages/Index.cfm?pageID=4524#cognitive>

²² Foster, K. M., & Reeves, C. K. (1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. *FLES News*, 2(3), 4.

²³ Bamford, K. W., & Mizokawa, D. T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41(3), 413-429. From ERIC database.

²⁴ http://actfl.org/i4a/pages/Index.cfm?pageID=4524#academic_achievement

²⁵ Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages*, 2(3), 20-31.

²⁶ Cade, J. M. (1997). The foreign language immersion program in Kansas City, Missouri Public Schools, 1986-1996 [Abstract]. *Dissertation Abstracts International -A* 58(10), 3838.

²⁷ Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)

²⁸ Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on Science problem-solving abilities. In J. Alatis (Ed.), *Georgetown University round table on languages and linguistics* (pp. 295-308). Washington, DC: Georgetown University Press, from *Linguistics and Language Behavior Abstracts* database.

²⁹ Cooper, T. C. (1987). Foreign language study and SAT-verbal scores. *Modern Language Journal*, 71(4), 381-387. From ERIC database.

³⁰ Olsen, S.A., Brown, L.K. (1992). The relation between high school study of foreign languages and ACT English and mathematics performance. *ADFL Bulletin*, 23(3), from ERIC database.

³¹ <http://actfl.org/i4a/pages/Index.cfm?pageID=4524#Attitudes>

language helps young children develop positive attitudes to that language and the people who speak it³². In HLPCS, students will view second language learning and the insights gained into another culture as a normal part of their schooling.

It is important to note that language learning has been shown to have advantages for all students, including those from low income backgrounds where there might be an anticipation of low academic achievement overall. In a study of children in a French immersion kindergarten, it was found that socioeconomically underprivileged students (of any race) benefited from an immersion-type introduction to foreign language as much as students from middle class homes did³³. Students who are not native English-speakers, and would therefore be required to become proficient in two target languages are also expected to benefit from the immersion program that HLPCS will offer. Research has shown that language learning begets more language ability, and people who gain fluency in a non-native language are able to learn a third, or even fourth, language more easily³⁴. This is particularly relevant to HLPCS, given the school's commitment to diversity and integration of a wide range of students, including those from low-income households and those speaking languages other than English or Hebrew.

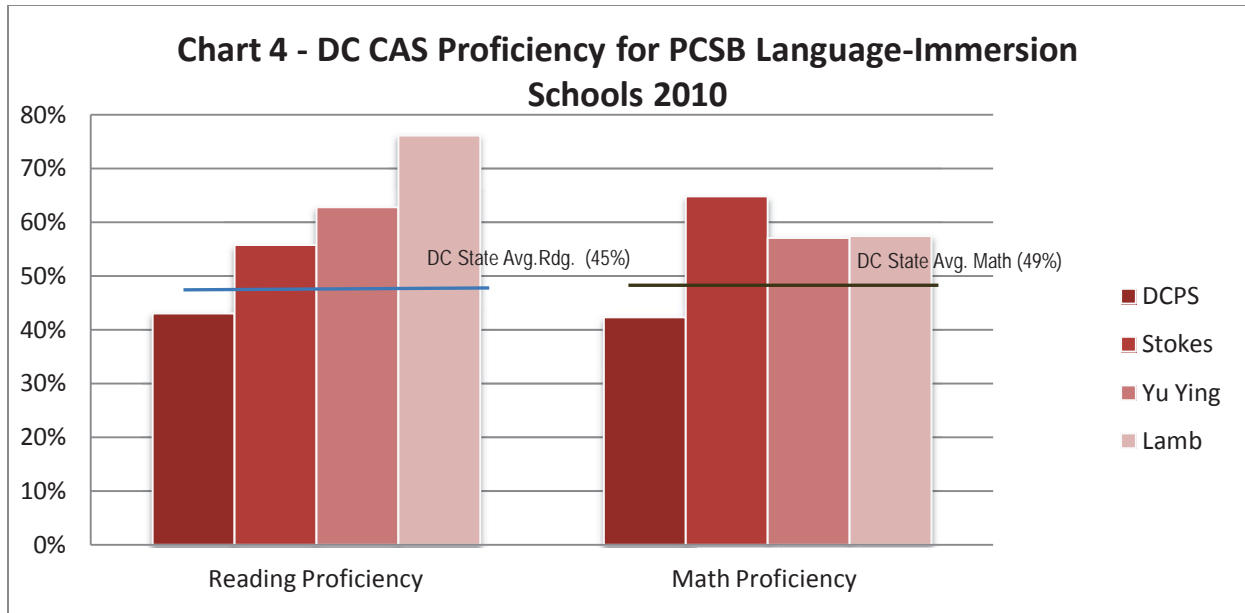
These benefits are mirrored in student achievement results in Washington, DC language schools. As noted in Section A1.a we see a correlation between the academic success seen at language immersion schools and their academic focus. At five of the dual language schools in Wards 1, 4 and 5, the students' academic performance significantly surpasses the District average, as measured by percentages of students performing at a level of proficient or above in reading and math on Washington, D.C.'s Comprehensive Assessment System ("DC-CAS"). These schools, L AMB, Cleveland ES, Elsie Whitlow Stokes, Powell ES and Washington Yu Ying, all performed above the state average for reading and math. For comparison of student achievement among all language-immersion programs in Wards 1, 4, and 5, see Table 2 on page 13. In particular, the three language immersion charter schools in these wards show the highest levels of achievement, as compared with the DCPS average, as seen in Chart 4 below.

³² Bamford, K. W., & Mizokawa, D. T. (1989). Cognitive and attitudinal outcomes of an additive-bilingual program. U.S.; Washington: ED305826

³² Morgan, C. (1993) 'Attitude change and foreign language culture learning' in *Language Teaching*, 26 (2), pp. 63-75.

³³ Holobow, N. E., Genesee, F., Lambert, W. E., & Gastright, J. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics*, 8(2), 137-151

³⁴ Cenoz, J. (2003) "The Additive Effect of Bilingualism on third language acquisition; A Review". *The International Journal of Bilingualism*. doi: 10.1177/13670069030070010501



Again, while it is impossible to prove that this is directly because of their immersion focus, we do believe that the rigorous dual-language curriculum of these schools supports their high levels of achievement, as compared to their neighboring schools.

Skills for Tomorrow’s Global Citizens

- We believe that in the global world in which our children are growing up, it is crucial to provide them with the skills that they will need to take an active and responsible role in the world.

As residents of Washington DC, in particular, the students of this city have the chance to access a vibrant cosmopolitan city in which visitors from many countries interact, share their cultures and participate in discussion and policy development.

By offering children early exposure to a diverse array of cultural experiences and immersion in another language, we anticipate that the students will broaden their horizons, gain stronger commitments to their own cultural heritages, and be ready to play an active role in a global future.

Hebrew as Unique Target Language

- We believe that Hebrew is a unique target language; it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages; and contemporary Hebrew culture fosters characteristics and skills that empower children to be active global citizens.

Hebrew is a unique language. It is one of the oldest writing systems continually in use in the world, and as a result it offers an opportunity for learners to connect to the deepest roots of the written culture of humanity. It is a foundational language of Western culture, and offers access to the core texts and beliefs that underpin Western civilization. In addition, as an ancient language that was revived in modern times, it is today at the heart of a vital and flourishing culture that bridges Europe and Asia, East and West.

Hebrew also powerfully exemplifies the capacity of language to unite people across time and space. Prior to its revitalization, Hebrew served as a connector of disparate communities as Hebrew speakers began to live around in the world in countries such as Spain, Morocco, Syria, Poland, and France and used Hebrew as their common language.

Moreover, Hebrew is global business language. Israel, where Hebrew is one of the national languages, is second only to North America in the number of companies listed on the NASDAQ and there is a demand for Hebrew speakers in high-tech, international relations, and marketing, and business³⁵. The study of the Hebrew language, therefore, is a valuable vehicle for encouraging students' development as global citizens and leaders.

There are some unique characteristics of written and spoken Hebrew that make it an interesting language to study. Hebrew uses a different alphabet than English, with different characters, and is read from right to left. Like most early Semitic alphabetic writing systems, the Hebrew alphabet has no vowels. People who are fluent in the language do not need vowels to read Hebrew, and most things written in Hebrew in Israel are written without vowels. However, as Hebrew literacy declined, a system of dots and dashes called nikkud (pointing) was developed. These dots and dashes are written above, below or inside the letter, in ways that do not alter the spacing of the line. These vowels offer an easier point of access to the language for new learners. All of these differences and unique qualities will allow students to experience language learning in a whole new way.

In addition, as students learn the Hebrew language they will also be exposed to the culture and people of contemporary Israel. And this culture is uniquely equipped to provide students with a model of creativity and innovation that can inspire them, and equip them, with practical values and skills for life. Israel is unusual and notable in its culture, which is very young and yet provides extraordinarily fertile ground for creativity. As Dan Senor and Saul Singer write in their analysis of the history and culture of Israeli entrepreneurship, "Start-Up Nation" :

Technology companies and global investors are beating a path to Israel and finding unique combinations of audacity, creativity and drive everywhere they look. Which may explain why, in addition to boasting the highest density of start-ups in the world (a total of 3,850 start-ups, one for every 1,844 Israelis), more Israeli companies are listed on the NASDAQ exchange than all companies from the entire European continent³⁶

Senor and Singer identify the following characteristics that, in addition to talent, lie behind the enormous creativity and entrepreneurial success of modern Israel: tenacity, mission, risk, a unique attitude toward failure, teamwork and cross-disciplinary creativity. These are all characteristics that we believe are valuable life skills for children wishing to achieve success, and they are characteristics that we will embed in the culture and academic program of HLPCS.

Hebrew is also an entrée to other Semitic languages, including Arabic. Hebrew introduces young children both to the syntax and to a common vocabulary shared by Arabic and other Near Eastern and Asian languages that are vital to U.S. national security and competitiveness. As the school grows and the

³⁵ Cohen, Teva (24 October 2011). "Analysis: Is Israel's romance with Nasdaq over?". *Reuters*. <http://uk.reuters.com/article/2011/10/24/us-israel-ipos-idUKTRE79N3XM20111024>. Retrieved 13 January 2011.

³⁶ Dan Senor and Saul Singer, 2009, "Start-Up Nation: The Story of Israel's Economic Miracle", Hachette Books.

students reach middle school, we hope to offer Arabic as a supplementary language. Our plan for this is not included in this application, as it will happen beyond the scope of our first charter but it is a long-term plan for the school overall.

Hebrew Language Immersion Model

The school will provide immersion in the Hebrew language as a core curricular element. HLPCS seeks to take advantage of the fact that language is acquired most effectively and quickly by the very young and will build on that innate capacity.

The model that HLPCS has chosen is one that has been developed over time in other language schools in the District of Columbia. Although this is the first time that the model will be implemented with the Hebrew language, HLPCS is actively collaborating, and will continue to collaborate, with Washington Yu Ying and Elsie Whitlow Stokes, schools already implementing this model, in order to take advantage of the lessons they have already learned.

Early-Childhood

In the pre-kindergarten classrooms, HLPCS will use a majority immersion model, meaning that the majority of the activities taking place in the classroom will take place in Hebrew. Each early-childhood classroom will be staffed by two teachers to implement this model. One of the two teachers will be a native Hebrew-speaker and will speak to the children only in Hebrew. The second teacher will be an English speaker. The school will seek to identify English language speakers with some knowledge of Hebrew. The classroom will be organized as a primarily Hebrew environment, with the majority of the content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in Hebrew that will prepare them for kindergarten. Approximately 10-15% of the day in pre-kindergarten will be set aside every day for English literacy, to ensure that the children are ready to enter kindergarten with skills for early literacy in English. The founders of HLPCS have developed this model learning from the experience of the highly successful models at Washington Yu Ying and Elsie Whitlow Stokes. HLPCS fully recognizes the need to balance Hebrew instruction and language acquisition with that of English to ensure kindergarten readiness for all students.

The nature of early childhood education, with its focus on play, song, artistic expression and small-group activities, suits an immersion program, allowing children to absorb a new language, with a new alphabet and vocabulary, in just a few months.

Kindergarten - 8th Grade

Beginning in Kindergarten and through the students' school careers at HLPCS, the school will use a 50:50 model of one-way immersion, in which students spend equal study time in English and Hebrew. Students will study both languages in an immersion framework. The language instruction will be taught in that language, meaning that English Language Arts will be taught in English, and the Hebrew Language in Hebrew. Other content areas, such as math, social studies and science will also be taught in both English and Hebrew by a team of two teachers who will share the teaching. Each grade will consist of two (or four beginning in Year 3) classes, and will share two teachers (or four beginning in Year 3) and two assistants (or four beginning in Year 3). One teacher (or two) and one assistant (or two) will teach

exclusively in English and the others will teach exclusively in Hebrew. Over the course of each instructional unit the students will receive equal amounts of teaching in both languages.

Every effort will also be made to hire specialist teachers for art, music and physical education who are native Hebrew speakers. In addition, the Hebrew language will be present in all physical areas of the school, on signs, in school gatherings and celebrations and as a cultural element that will enrich and support the instruction.

More details about the language immersion model are to be found in each of the sections below, dealing with standards, materials and instructional methodology. In addition, a sample day schedule is given in Section A4.g.

A 1.d Goals

The mission, philosophy and values of HLPCS provide the framework for the following goals:

Academic Performance Goals for Students

- All students will achieve proficiency in English, as defined by the standards and assessments detailed in the following sections.
- All students will achieve proficiency in Hebrew, as defined by the standards and assessments detailed in the following sections.
- All students will achieve proficiency in mathematics, as defined by the standards and assessments detailed in the following sections.
- All students will master the scientific method and apply it.
- All students will become independent learners and complete independent papers, reports and performances, culminating in a “graduation project” for Grade 8.

Organizational Performance Goals

- The school will create a welcoming and accessible environment that promotes life-long learning for all students and their families.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The school will be led by an active Board of Trustees that will work with the Executive Director and Principal to effectively run HLPCS.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and Board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

A. 2 Charter School Curriculum

A 2.a Student Learning Standards

Standards Selection Process

The founders of HLPCS researched learning standards currently in use by excellent schools, including language immersion schools in DC and in Hebrew language schools in other cities and have chosen standards that align with the school's mission and that will drive academic excellence in all areas of the curriculum. The standards will meet or exceed the DC Standards of Learning, and will guide all elements of the curriculum, through the choice of appropriate instructional tools and resources, teaching models, and assessments.

Integration of Standards in a Dual-Language Program

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

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

Pre-kindergarten

HLPCS's Early Childhood Program will use both DC Early Learning Standards and the standards of the HighScope Preschool Curriculum. The standards for the early childhood program will allow young children to explore the world in content-based areas, develop a love for learning, and develop social/emotional skills. Through play-based, teacher directed, small and large group learning activities, students will experience intentional teaching based on the needs and interests of young children.

DC Early Learning Standards

One of the guiding principles of DC's Early Learning Standards for pre-kindergarten is that children's language skills are the best predictor of academic success. At HLPCS, pre-kindergarten students will be introduced to important fundamentals in both Hebrew and English, addressing the literacy standards of language development, beginning reading, informational text, literary text, research, writing, and English language conventions.

Early learning standards will be taught through highly interactive methods, embracing the concept embodied in the standards that young children learn by doing. Many of the standards, in particular around Approaches to Learning and Social and Emotional Development, can readily be taught in both English and Hebrew.

The DC Early Learning Standards for math and science also lend themselves to a language-immersion program. Students will learn early concepts of numbers, order, patterns, scientific inquiry, and the environment. At HLPCS, the focus will be on creative and interactive instructional methods that address the differing needs of each student as standards are met.

HighScope Standards

HighScope’s standards are built around teacher- and child-initiated learning activities in five main curriculum content areas: approaches to learning; language, literacy, and communication; social and emotional development; physical development, health, and well-being; and arts and sciences. Within these areas are 58 key developmental indicators — observable early childhood milestones that guide teachers as they plan learning experiences and interact with children.

HLPCS believes the HighScope approach for early childhood education builds on the foundation laid by the DC Early Learning Standards. Incorporating research-based strategies for learning will help ensure that even the youngest students at HLPCS are achieving at the highest levels. For example, one research study showed that, compared with other preschools, programs using the HighScope model “significantly contribute to the overall development of children from families of low and middle socioeconomic status ...[and that] use of the model helps improve the abilities of middle-class children with and without disabilities.”³⁷ The strongest evidence of the effectiveness of the HighScope standards comes from the Perry Preschool Longitudinal Study, which has found that adults at age 40 who complete the HighScope preschool program had “higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school.”³⁸

Grades K-8

Standards for English Language Arts

HLPCS will utilize the Common Core State Standards for English Language Arts. The Common Core State Standards (CCSS) have been adopted by the majority of States, including the District of Columbia.

The CCSS were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare children for college and the workforce. They are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn³⁹. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live, and we aim to provide our students with these same appropriate standards and benchmarks.

The Common Core State Standards for English Language Arts focus on five strands: Reading, Writing, Speaking, Listening and the Conventions of the English Language. They are arranged in age-appropriate sections, focused on K-5th grade, and then for 6th, 7th and 8th grades, and above.

Standards for Mathematics

HLPCS will use the Common Core State Standards (CCSS) for the teaching of mathematics. Similar to the advantages of the CCSS for English Language Arts, these standards offer a math curriculum that was developed by experts in all areas of instruction, and that is benchmarked against international standards. The CCSS for math set goals for student competency over time in the five mathematics strands: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement

³⁷ Schweinhart, Lawrence. “Validity of the HighScope Preschool Education Model.” High/Scope Education Research Foundation, February 2003. http://www.highscope.org/file/Research/high_scope_curriculum/preschool_validity.pdf

³⁸ http://www.highscope.org/file/Research/PerryProject/specialsummary_rev2011_02_2.pdf

³⁹ For more information about the Common Core State Standards see, <http://www.corestandards.org/about-the-standards>

and Data, and Geometry. Students who achieve proficiency in the standards will have learned to communicate mathematically using numeric, graphical, symbolic, and written means. They will have practiced and applied basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics.

In keeping with the belief that HLPCS must offer a balanced approach to instruction, HLPCS believes that facility with basic skills, knowledge of standard algorithms and mastery with the help of drill and practice are necessary precursors to HLPCS's students' ability to engage in the higher order critical thinking and analytical skills. HLPCS believes that a more grounded and structured approach to mathematics—where concepts are presented in a logical fashion and complicated concepts are not introduced until children have been given the fundamental tools to master them—will allow students to perform math at extremely high levels. HLPCS recognizes that the study of math involves incremental steps that build upon each other allowing for the development of a solid base. It is HLPCS's intention that its students will be able to progress to algebra by the time they reach middle school because of the solid foundations in arithmetic skills and concepts that they developed and mastered in the elementary school years. With the resulting strong foundations in algebraic skills and ideas, the doors to subsequent meaningful mathematics courses in high school, college and beyond along with possible careers as engineers, scientists and mathematicians will be wide open.

Standards for Science

HLPCS's science curriculum will be based on the National Science Education Standards of the US National Research Council as well as DC standards. Common Core Standards in Science are currently in development, and will likely be incorporated at HLPCS after their release. The NSES standards correlate with the school's goal to provide students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school. HLPCS will provide the foundational skills and knowledge its students need to ultimately become scientifically literate citizens of the 21st century. HLPCS's science curriculum will allow students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

The aim of HLPCS's science curriculum is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers will guide students to collect and record first-hand data, to represent and analyze it. Accordingly, HLPCS's science education programs will be inquiry-based and rooted in "real world" situations and experiences.

HLPCS's science program will: 1) develop students' science literacy and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science; 2) teach students how to manipulate scientific tools as they expand their science vocabulary; and 3) strengthen students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Standards for Social Studies

HLPCS will look to DC Social Studies Standards, the National Council for Social Studies Standards and the Common Core Literacy Standards for social studies. In addition, as Common Core Standards for Social Studies are developed, HLPCS will move to those standards. The HLPCS social studies program is designed around the concepts of democracy and diversity. The social studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, and understand, appreciate, and respect the commonalities and differences that give the United States character and identity. In addition, within the broad subject of social studies, students have opportunities to explore anthropology, archaeology, geography, history, philosophy, and sociology. Dual-language programs such as HLPCS provide a particularly special environment for these topics as students will learn to view the world through multiple languages and cultures. Students will also be able to learn about and celebrate the diversity that exists within the school, as students at HLPCS will inevitably come from varying backgrounds, cultures, and ethnicities. It is also important to recognize that social studies provides an important avenue for focusing on literacy.

Standards for Hebrew Language

The Hebrew language curriculum is aligned to both the World Language Content Standards and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. ACTFL Proficiency Guidelines provide a framework for understanding and measuring language ability and are used to guide teaching, assessment, and curriculum development. In line with the Common Core State Standards in English Language Arts, the Proficiency Guidelines for Hebrew also focus on the strands of reading, writing, speaking and listening.

The guidelines are based on a rating scale that measures the ability of the language learner to function in the target language. The focus is not on what the learner has learned or knows about the language, but rather on what the learner is able to do with what he/she has learned. The rating takes into account the non-linear progression of language acquisition, and compares the learners to native speakers when determining the learners' proficiency levels as one of the following: Novice, Intermediate, Advanced, Superior, or Distinguished. The first three levels are further sub-divided into Low, Mid, and High. Four criteria are used when measuring the learners' levels in all language skills (listening, speaking, reading, and writing): content/context, task, text type, and comprehensibility.

The key element of the Hebrew standards is that students will be able to use Hebrew for communication.

Performance Indicators:

1) By the end of 2nd grade, most students will:

- Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words

- Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
- Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services

2) By the end of 5th grade, most students will:

- Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- Understand the main idea and some discrete information in television, radio, or live presentations
- Initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals
- Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers
- Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances
- Use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation

3) By the end of 8th grade, most students will

- Understand standard speech delivered in most authentic settings
- Understand the main ideas and significant relevant details of extended discussions or presentations, and on recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers
- Draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language
- Comprehend subtler, nuanced details of meaning with some repetition and rephrasing
- Engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures

Standards for Arts

The Arts will be incorporated both as a discrete subject and embedded in other curricula areas—Visual Arts integrated into ELA, Hebrew and Social Studies, Dance integrated in Physical Education and the theatrical arts incorporated into English Language Arts and Hebrew. HLPCS will promote the value of the arts for their own sake, as forms of cognition, as well as for their ability to illuminate other academic subjects, and as ways to exhibit understanding.

HLPCS will base its standards on the National Standard for Arts Education, designed by the Consortium of National Arts Education Associations, and the DC standards in art and music. There is a rich selection of Hebrew music that may be incorporated in addition to American music standards.

In music HLPCS students will be able to:

- Listen, analyze, compare, and describe different forms of music
- Evaluate music and music performances
- Identify, investigate and articulate relationships between music, other arts and outside disciplines
- Explore a variety of traditions of many cultures

In visual arts, students will be able to:

- Understand and apply media, techniques and processes
- Use knowledge of structures and functions
- Choose and evaluate a range of subject matter
- Demonstrate an understanding of the visual arts in relation to history and culture
- Reflect upon and assess the characteristics and merits of one's work and the work of others
- Make connections between visual arts and other disciplines

To these ends, HLPCS will offer discrete and embedded programs in: (1) Visual Art: where students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective, and recognize the power of art to communicate beliefs and values; (2) Dance: where students develop physical, social, cognitive, aesthetic, and meta-cognitive skills and understandings in “dance literacy” and “dance making”; (3) Music: where students develop musical skills, express themselves as thinking, feeling musicians, apply and utilize the elements of music, and use technology to facilitate expression; and (4) Theater: where students will engage as writers, actors, designers, directors and technicians. Students learn to use their minds, bodies, voices, emotions and sense of artistry to examine the world and its meaning.

Standards for Physical Education

HLPCS will teach to the DC standards for physical education. In the changing environment outside of school where many children are not engaged in regular physical activity, HLPCS is committed to ensuring that its children develop sound bodies as well as sound minds. In addition to contributing to students' physical health, the physical education program at the HLPCS will help its children develop physical skills and athletic skills, make friends, have fun, learn to play as a member of a team, excel on an individual level, learn the rules of playing fair and good sportsmanship and improve self-esteem.

Standards for Health Education

HLPCS will teach to the DC standards for health. Every day, students make decisions affecting their health and well-being. Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. This knowledge helps students meet the challenges of growing up. It helps students to recognize the causes of ill health and to understand the benefits of prevention, good hygiene, and appropriate medical care. Through health education, students become aware of the dimensions of good health: physical soundness and vigor; mental alertness and ability to concentrate; expressing emotions in a healthy way; resiliency; and positive relations with family and peers. Health education also includes a set of skills to help students be better consumers of information, to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

Students will learn from a planned, sequential, curriculum based on the *Michigan Model for Comprehensive School Health Education*. This curriculum is designed to build upon itself as students advance through grade levels. Beginning with kindergarten, basics for healthy life-styles are introduced in ten topic areas: Safety and First Aid, Nutrition, Family Health, Consumer Health, Community Health, Growth and Development, Substance Use and Abuse, Personal Health Practices, Emotional and Mental Health, and Disease Prevention and Control.

HLPCS will comply with the DC Healthy Schools Act to improve health, wellness, and nutrition for District students.

Standards for Technology

HLPCS is committed to ensuring that its children are technologically literate. Technology will be used throughout the curriculum to support the work of students in every discipline. It will also be taught as an important skill on its own. Students will use computers and appropriate software as well as study the evolution of technology, engineering design and technology management across appropriate curriculum areas such as math, science and social studies. It is important that students are taught appropriate use of the computer, provided with the proper technique for efficiency on the keyboard and facility with the Internet and word processing, spreadsheet, database and desktop publishing programs. HLPCS will ensure that students are prepared for a technologically sophisticated world by mastering software used by professional adults to create their own projects such as Microsoft Office, Excel and Power Point. HLPCS will look to the State Educational Technology Directors Association for guiding principles and standards as well as the National Educational Technology Standards put out by the International Society for Technology in Education. These standards emphasize higher-order thinking skills as students achieve technological literacy.

Technology will also be used to support the school curriculum and bolster student academic achievement. HLPCS will use computer equipment, both hardware and software, in the classroom as effective and efficient tools for instruction. Educational software in the classroom will directly align with subject specific learning standards, and technology will be leveraged to help students with Hebrew language work. In addition to becoming proficient users of standard software applications, students will learn to navigate internet resources, problem solve through the use of technology, and innovate through the creation of new tools and programs. Through the use of technology HLPCS will engage students, help students form deeper connections with class material, and develop their problem solving and critical thinking skills. School faculty will be trained on effective technology integration to ensure that technology is implemented in the classroom in ways that enhance learning and students' development of 21st century skills. HLPCS will obtain a school-wide subscription to both learning-z.com (for Reading, Writing, and Science) and IXL.com (for math), to support class work through technology. These subscriptions are successfully used by many DCPS schools and DC Public Charter Schools.

HLPCS understands that regular and meaningful access to technology is essential for students to meet learning goals. Thus, HLPCS will take a structured approach to ensuring that students and teachers have sufficient access to technology resources. HLPCS will adopt a technology mini-lab structure in the classroom that can accommodate one-quarter to one-third of the class on computers while the remaining students work in small groups on related curriculum projects. The mini-lab is used as an extension of the

regular classroom. It will provide teachers with an easy-to-manage way to provide every child with 1) frequent access to technology, and 2) intensive small-group instruction in core curriculum areas.

A 2.b Resources and Instructional Materials

Early Childhood Program – Hebrew Immersion

At the pre-kindergarten level, using the standards mentioned above, teachers will create developmentally appropriate learning environments to incorporate all domain areas. By developing themes based on students' interests, teachers will develop lessons to incorporate content area standards through child-based play, as well as large and small group instruction. Centers (or work time) will constitute a large portion of the day. During this time, students will work in centers set up by teachers that may include dramatic play, blocks, manipulatives, science, library, writing, art, gross motor, and sand/water. The centers will include thematic related activities that will give students opportunities to practice and master standards. Center time will also allow teachers opportunities to work one-on-one with students, model and monitor language and social/emotional development. During small and large group time, teachers will provide developmentally appropriate and intentional learning opportunities. Activities will include read-alouds, songs and poems, science and food experiments, math, or other activities. The majority of the activities and instruction will be in Hebrew. As part of the Hebrew Charter School Center (HCSC) network, teachers will have the access to the Hebrew materials they need.

In terms of literacy in the pre-kindergarten classrooms, the teachers will engage children in a wide variety of language acquisition activities especially focusing on personally meaningful experiences in order to help the students develop vocabulary, comprehension of text, listening and speaking skills. Drawing, scribbling, letter and character formation, modeling of writing through dictation, fine motor control activities (including painting, play dough, cutting and other such activities) will form the writer's workshop in the pre-kindergarten classrooms. Teachers in the pre-kindergarten will promote literacy through the acquisition of rich language and beginning literacy concepts and skills.

Following the HighScope standards that we have chosen to follow, teachers at HLPCS will have access to the HighScope curricula materials and guidelines for lesson planning. These materials are very broad and can easily be incorporated into the majority-Hebrew environment of the early childhood classroom.

English Language Arts

Kindergarten - 8th Grade

In kindergarten through 8th grade HLPCS will build the foundation for successful readers and writers through the implementation of *The Teachers College Reading and Writing Project* (TCRWP) workshop. The TCRWP model allows teachers to guide students to take the initiative to create, work, and learn in a meaningful way and has a proven track record of improving student achievement.

Writing and Reading units of study will focus on different genres. Students will learn about the characteristics of each genre by reading and studying mentor texts. To support this learning, extensive leveled classroom libraries will be ordered for each classroom. These libraries will contain books from all genres of fiction and non-fiction. Students will be taught how to choose "just-right" books which are books that a student can read independently but that enable a student to push him or herself to use all of

the strategies that he/she knows to decode and comprehend the text. Read-aloud texts which expose children to rich and authentic literature to support units of reading and writing will also be ordered for each classroom. Read-alouds will not simply be a teacher-directed activity but will rather be an interactive experience in which each child is given a voice to express his or her thoughts\opinions, and questions about a text. This is known as an “Interactive Read-aloud.” During an Interactive Read-aloud, teachers introduce new vocabulary, model comprehension strategies, and allow students a window into the thought processes of readers. Teachers frequently employ graphic organizers, props, or other tools to improve comprehension.

Through workshops - whole class mini-lessons, small group instruction, and individual conferences - students will receive explicit instruction on essential reading/writing strategies and skills. Early readers need to practice their reading skills by re-reading familiar texts independently or with partners. Additionally, students benefit from the opportunity to choose books for independent reading from a classroom library of leveled books that are reflective of a wide range of genres, authors and topics so as to satisfy student interests.

A systematic scope and sequence of teaching will be organized every four to six weeks to provide important information about students’ strengths and weaknesses relative to the standards. This information informs the instructional program. Teachers then create a plan of action (POA) for each student. Lesson planning, grouping for guided reading and writing, and other interventions are a direct result of this process.

HLPCS will also have a strong phonics-based (and research- based) instructional program starting in kindergarten through grade 2. HLPCS will employ the use of phonemic awareness, phonics-based instruction and language acquisition/vocabulary activities through the Fountas and Pinnell *Phonics Lessons for Grades K-3*. It is also important to note that many schools do use Fountas and Pinnell for students with disabilities, and that current evidence suggests that the “instructional principles of guided reading are appropriate for special needs students.”⁴⁰ Pre-kindergarten, kindergarten and grade one teachers will also utilize the Reading First guidelines to establish a sound literacy base with our youngest students and effectively meet the needs of the diverse population entering the school: those lagging in speaking, listening and vocabulary skills; those who are English Language Learners; and those who have special learning needs. The guidelines will also help HLPCS to ensure that all students in the school acquire language skills that will develop reading and writing abilities.

To support our ELA curricular approach we will use the *Words Their Way* program. *Words Their Way* is a developmental, spelling, phonics, and vocabulary program. It is research- based and was developed by Invernizzi, Johnston, Bear, and Templeton. It is intended to be a part of a balanced literacy plan that includes fluency, comprehension and writing.

Words Their Way is an open-ended individual process. Teachers initially assess students to determine where to begin instruction. Based on assessment results students are given words to study in order to discover their common attributes. This allows students to actively construct their own knowledge of spelling patterns. Students engage in word sorting, word hunts, games and drawing and labeling. They work individually, with partners, and in small groups to encourage cooperative learning and individual

⁴⁰ <http://www.fpblog.heinemann.com/>

responsibility. Importantly, *Words Their Way* also offers additional materials specifically designed for working with English language learners in *Words Their Way: Word Study Action for English Learners*. At least one research study has shown *Words Their Way* to be an effective tool with not only a general student population, but specifically with populations of English learners, students with disabilities, and even gifted students.⁴¹ Also, *Words Their Way* has a book called *Words Their Way with Struggling Readers: Word Study for Reading, Vocabulary, and Spelling Instruction, Grades 4 - 12* to specifically help with struggling readers which will be an important resource for teachers at HLPCS.

To provide additional support to special learning groups within HLPCS, in particular students with disabilities and English language learners HLPCS will use Wilson's *Foundations* as its academic intervention curriculum. *Foundations* provides teachers and administrators with the tools they need to successfully engage children with language and print. *Foundations* addresses the findings of both the National Reading Council and the National Reading Panel regarding the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

At the middle school level, TCRWP provides a rich evidence-based approach to English language arts. For example, in writing, students in grades 6-8 "learn to do the work of writers in the field (journalists, essayists, authors, etc)."⁴² While encouraging adolescent students to become excited about taking skills to the next level and continuing to achieve at high levels, HLPCS will be able to offer students the opportunity to express themselves in Hebrew as well as English. Middle school is a pivotal time for students, and HLPCS is committed to preparing students to enter high school ready to succeed, graduate, and go on to college. Achieving proficiency in written and spoken Hebrew and English will provide HLPCS students with confidence as they continue to high school. Additional supports such as *Words Their Way* may also be incorporated for middle school students with disabilities, as research has shown this to be an effective tool with special needs populations.⁴³

Integrating Instructional Materials for English and Hebrew

The 50:50 immersion model for Hebrew language, described earlier in this application, is based on the principle that content areas including math, social studies and science will be taught both in English and in Hebrew. This will mean, as we have already described, that the Hebrew-speaking teachers will be sharing the teaching of these subjects with their English-speaking counterparts in each grade. Working as a team, two teachers will organize their classes so that students learn concepts and vocabulary in two languages. In order to streamline the collaboration between teachers, to ensure that they can successfully "hand off" the curriculum to each other every day, and to minimize confusion for students, the teachers will not use two sets of curricular materials (which may not be aligned to the same standards), but will base their classes on instructional materials available in English. The Hebrew-speaking teachers will translate materials as necessary in order to minimize the amount of English-language materials in their classrooms. The teachers will also plan in such a way that they maximize the amount of concepts and content taught for the first time on English-language days, reserving the time spent on that subject in the Hebrew-language days for practice, repetition, problem-solving and group work, all of which minimize the need for text-heavy materials.

⁴¹ Center for Research in Educational Policy, February 2007. "Words Their Way Spelling Inventories: Reliability and Validity Analyses." <http://sunsetliteracy.wikispaces.com/file/view/WTWReport.doc>

⁴² <http://tc.readingandwritingproject.com/professional-development/middle-school-english-br-language-arts.html>

⁴³ Harris, Lindsay A. "Adolescent Literacy: Word Study with Middle and High School Students." *Teaching Exceptional Children Plus*, Volume 3, Issue 4 (March 2007)

HLPCS will provide ongoing support to teachers as the school builds an archive of Hebrew-language materials to complement the curriculum. HLPCS will ensure that external support, such as that from our network at HCSC, is utilized as needed to ensure the accuracy and usability of all translated curricular materials. The curriculum director and Principal will ensure teachers have time to plan, translate and/or create materials during planning periods, professional development time or on early dismissal Wednesdays. Additionally, we will seek volunteer translators from our networks or if necessary, provide funds for external translating of materials.

Mathematics

Kindergarten-6th grade

In order to compete in almost every aspect of life, HLPCS children will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one’s ability and effectiveness in areas beyond the math discipline.

In order to help our students gain a deep understanding of mathematics, we will use *Investigations in Numbers, Data and Space*. *Investigations in Number, Data and Space* is a complete research-based curriculum for kindergarten-5th grade, developed by the Technical Education Research Centers (TERC) in Cambridge, Massachusetts. It is designed to help all children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra. *Investigations* is fully aligned to the Common Core standards, especially the standard for mathematical practice which describes *how* students should engage with the mathematical concepts and skills.

Each unit in *Investigations* provides an in depth study of a specific and related set of mathematical concepts and skills, in one or two mathematical strands. Each curriculum provides two to five and a half weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. The curriculum utilizes the workshop model that HLPCS is using for English language arts, which allows for student choice in how they engage with the content as well as working in a variety of groupings: whole class, individually, in pairs and in small groups.

The program also includes assessment materials. The developers of this curriculum believe strongly that all students, including students with disabilities, “can and have the right to learn mathematics with understanding.”⁴⁴ TERC has developed a set of actions and strategies to help teach students with disabilities mathematics in an inclusive setting.

The *Investigations* curriculum is designed to promote a deep understanding of mathematics and develop mathematically proficient students who can think, reason, model and solve problems. Also, *Investigations* is well suited to a language immersion program since it is not a language- based program that would be difficult to teach in Hebrew.

⁴⁴ http://investigations.terc.edu/library/implementing/qa-1ed/inclusive_communities.cfm

If teachers at HLPCS find they need additional materials, practice problems, or materials for distinct groups or individual students, we will have additional resources available for their use. These materials may include:

- *Everyday Mathematics* - a hands-on, manipulative-based conceptual mathematics program that develops deep understanding of the NCTM standards and offers supplementary resources that provide the practice necessary for automaticity of basic math facts. *Everyday Mathematics* also provides guidance for teachers working with English language learners. This includes lesson-specific support, vocabulary lists, and examples specifically for English learners. ELL support is both embedded in each lesson as well as provided for in separate activities. The curriculum also includes many enrichment activities which provide additional learning for gifted students.
- *Contexts for Learning Mathematics*, by Catherine Twomey Fosnot – a curriculum for K-6th grade learners.
- *Brainpop* and *Learnzillion* – two online resources that provide teachers and students with practical units of learning, organized around the Common Core standards, that can be accessed at home and in the classroom. These resources are particularly accessible for students with special needs, and English Language Learners.

Middle School

The University of Chicago School Mathematics Project has developed UCSMP Grades 6-12⁴⁵, research-based curricula that push students to high achievement. The UCSMP middle school curricula are closely aligned with the CCSS – in fact, CCSS developers looked to the UCSMP curricula, among others, when writing the standards. In the very few cases in which CCSS standards are not included in the UCSMP materials, UCSMP now makes available additional lesson plans to ensure that all CCSS standards are appropriately covered. The middle school curriculum builds on equivalent strands to the elementary school curricula.

HLPCS will explore this and other well-regarded resources, and will ultimately select a middle school math curriculum when the school serves students through grade 5. Education and educational resources are constantly changing and we want to make sure in six years, when we have a middle school, we can choose from the most up-to-date materials. HLPCS at that time will also know the students and will be able to make a more informed decision on the curricula that will best meet their needs.

Science

Kindergarten-5th grade

HLPCS will use the *Full Option Science System* (FOSS) augmented with *FOSS Science Stories* for kindergarten-5th grade science. FOSS standards have been correlated with National Science Education standards and the DC Science Learning Standards. Research also indicates that FOSS will increase achievement in science as well as other areas such as reading. Also, *FOSS* investigations employ multisensory methods, which make this curriculum a strong choice for students with disabilities. HLPCS

⁴⁵ https://www.mheonline.com/assets/wg_download/lit/EM_UCSMP_Curriculum_Alignment.pdf

believes this curriculum will prepare students for high achievement on the DC CAS as well as other science assessments.

As mentioned above in the technology section, HLPCS will obtain a school-wide subscription to Learning A-Z.com. Within Learning A-Z, the Science A-Z section will be used by HLPCS teachers to introduce scientific concepts through printable worksheets with leveled reading content so students also improve their reading skills.

Middle School

FOSS also offers a middle school curriculum with modules in life science, physical science, and earth and space science as an extension to the lower grades curriculum. HLPCS is committed to implementing an effective, research-based, inquiry-based, engaging science curriculum that will inspire students.

A final decision as to the middle school science curriculum will be made when HLPCS serves students through 5th grade as we mentioned above. Education and educational resources are constantly changing and we want to make sure that in six years, when we have a middle school, we can choose from the most up-to-date materials. HLPCS at that time will also know the students and will be able to make a more informed decision on the curricula that will best meet their needs.

Science and Hebrew

Science will also provide unique opportunities for Hebrew-language instruction, with the possibility for units on science and technology in Israel, or Israeli environmental approaches, as well as translating general science topics into Hebrew.

Social Studies

Kindergarten-5th grade

The social studies program will be built around the themes of diversity and democracy -- goals that aim to create an appreciation for and analysis of the cultural heritage of our world. In a world of global interdependence, it is imperative that American students are not only knowledgeable about U.S. history and the fundamental concepts of our democracy, but are also knowledgeable about Latin American, Middle Eastern, Asian, African, and European history. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

In order to meet those goals, HLPCS will use *Social Studies Alive!* This research-based resource allows for multiple teaching approaches, includes assessments to inform instruction and helps teachers easily provide differentiated instruction to students with varying needs. Importantly for the mission of HLPCS, *Social Studies Alive!* includes units such as “Our Community and Beyond” which focuses on learning about different cultures and communities; “Me and My World” which helps students appreciate the diversity they are sure to find in each classroom within HLPCS; and other units that are aligned with the DC Social Studies Standards. HLPCS recognizes that the District of Columbia is home to a diverse student population representing various cultures, countries, and communities. Social studies curricula are

an excellent opportunity to showcase diversity at home, and *Social Studies Alive!* very much lends itself to this goal.

If additional materials are needed for specific individuals or groups of students, teachers will have access to *Scott Foresman Social Studies* by Pearson. These materials emphasize reading, hands-on activities and technology as well as special products geared at working with English language learners, a target population of the school as noted earlier in the student characteristics section.

Middle School

The *History Alive!* curriculum follows the elementary grades *Social Studies Alive!* This curriculum uses proven, research-based instructional practices that allow for students with different backgrounds and needs to master important standards and concepts in social studies. The curriculum is correlated with national standards like CCSS that are being developed, as well as with District of Columbia learning standards. Another benefit of *History Alive!* is that it allows for thoughtful integration of technology into the classroom. One research report on the effectiveness of History Alive! showed that low-achieving students in particular demonstrated improvement in both history and ELA test scores after being taught this curriculum compared with their peers using a different curriculum.⁴⁶ HLPCS believes that these curricula will further student learning and appreciation for diversity and democracy, which are integral to the school's goals.

As with science, HLPCS recognizes that Social Studies Common Core standards are likely to be developed. The school will closely monitor the development in this area as it makes curricular decisions about its middle school Social Studies program.

Hebrew Language and Social Studies Curricula

In addition to the materials mentioned above, and because HLPCS is committed to the Hebrew language as a core curricular element, we will align our Social Studies curriculum to this language by looking at modern Israel as a model for both democracy and diversity. To this end, HLPCS will offer students a unique integrated social studies component called Culture and History of Israel and Its Immigrant Communities (CHIIC). The focus on Culture and History of Israel and its Immigrant Communities is aligned not only with the Hebrew language instruction but also to the Social Studies curriculum, allowing students to understand that history, culture, and language are deeply intertwined in the particular communities studied as well as all communities around the world. HLPCS will maintain strict compliance with separation of church and state and will not encourage nor discourage religious devotion in any way.

The CHIIC component begins in the early grades with an imaginary street in Israel called “HaOlam” Street -- the World Street. Families who emigrated from many countries around the world such as Morocco, Russia, Ethiopia, Yemen, Iraq, Iran, Hungary and Poland, live on “HaOlam” Street. Children learn about these families, their different customs and memories as a beginning point for eventually understanding the countries from where those families emigrated. The countries these families emigrated from then become the platform for the third grade social studies exploration of world history. Students will be encouraged to share their own families’ particular stories and histories as part of affirming and

⁴⁶ http://www.teachci.com/pdf/empirical_education_research_report.pdf

exploring their own unique backgrounds and as part of gaining skills of inquiry, research, reporting and understanding. This will likely include the histories of many Latin American countries, as well as other regions. This specialized component will work for ALL students, of ALL backgrounds. At HLPCS, we study one particular in order to study and affirm all particulars.

Teaching social studies in both Hebrew and English will enhance language learning by placing it in the context of the curriculum. Instruction emphasizing purposeful comprehension and communicative production yields superior receptive and expressive accuracy, complexity and fluency. In brief, students who learn language for a purpose learn it better. To this end, students will be involved in designing interviews, interviewing, surveying, taking polls, reading fiction and trade books, making timelines, devising and performing socio-dramas, making charts, completing decision-making trees and diagrams, creating geographical and concept maps, interpreting symbols and keys, measuring distance, plotting routes, examining artifacts, listing sources, evaluating sources, working on computer databases, and presenting patterns and trends. Learning materials will reflect positive images of diverse groups. Activities will be selected which directly and most effectively engage students in research, applying and acquiring a variety of thinking and learning skills and address a variety of learning styles and language levels.

The kindergarten-3rd grade curriculum and instructional materials to support Culture and History of Israel and its Immigrant Communities has been developed by a team of expert consultants under the auspices of the Hebrew Charter School Center. Materials to support the instructional model for grades 3-8 are currently under development. These materials, which include teacher input, will be available for classroom use far in advance of the time HLPCS serves these grades.

Hebrew Language

Kindergarten-8th grade

As mentioned above, in the immersion model that we have chosen, all subjects will be taught alternating in Hebrew and English. In addition to core content being delivered in Hebrew every other day, there will be time for direct Hebrew language instruction. This instruction will focus on developing vocabulary, reading, writing, speaking and listening skills. Insights of language acquisition processes guide the Hebrew language curriculum design and choice of resources and instructional materials. Materials used in the units of study will be developed at the school level through a collaborative process between the principal (and other school staff) and the Hebrew language instructional staff. The Hebrew teachers will be supported by the Director of Hebrew Educational Services at the Hebrew Charter School Center (HCSC). For more information on the partnership between HLPCS and HCSC, see Section B1.a. Materials developed at HLPCS through the same process, will also be made available to all HCSC network schools, just as materials developed at other HCSC schools will be made available to HLPCS.

In order to maximize the ability of the students to function with the language in real-life communicative situations, they need to be exposed to authentic language and be provided with opportunities to interact in meaningful communication. Modeling authentic language is a first step in this process, and is done through oral, printed, and audio media. Israeli children's books, songs, newspapers, video clips, signs, ads, and objects that represent the target culture, such as games, posters, currency, etc. will be used. Meaningful communication is achieved when the learners are able to relate the language to their own

world/life and circumstances, and engage in real-life information exchange. The curriculum is designed to reflect this process and is dynamic to allow differentiation and adjustments to meet the needs, preferences, and learning profile of individual or groups of students. The curriculum is organized by thematic units, which provide context for the language. Each thematic unit overview/outline provides proficiency and learning goals, and suggested materials and learning activities. At the Novice level, these units are shorter, and deal with the immediate and concrete surrounding of the learners. For example, My Family, Weather & Seasons, Clothes We Wear, Inside and Outside my Home, My Friends, My Classroom, etc. As students move to higher levels, so do the context and the range of the units. At the Intermediate level, for example, units include topics such as My Town, Traveling, Customs and Traditions, Hobbies and Leisure, Summer Vacation, etc. to enable students to initiate and sustain simple and functional communication about daily matters. Later, in the Advanced level, units involve a wider range of topics that pertain to both the students' familiar and less familiar environment, and provide opportunities for increasingly more complex modes of communication. A unit about art may include biographies of artists, citation, description, comparison, and critiquing of works of art, interviewing an artist, recommending a visit to a museum, and so forth.

A 2.c Methods of Instruction

Differentiated Learning

HLPCS will integrate a model of differentiated instruction as a methodological foundation for all teaching in the school.

Differentiated instruction is a key element in ensuring academic success for all students and is particularly crucial because we anticipate that students will arrive at all grade levels, at a variety of skill levels, and that we will serve students with disabilities and English language learners. Differentiated instruction will be one tangible educational expression of the school's diversity. As a result, HLPCS teachers will be required to tailor their teaching to students at different levels and it will be crucial to differentiate instruction for students and provide individual educational experiences for them. There will be several models of differentiated instruction that teachers will employ, depending on the content and the needs of students.

In order to put the general method of differentiated instruction into practice, HLPCS teachers will have a solid repertoire of instructional techniques, routines and practices enabling them to match best practices with the instructional needs of students. To provide content-specific instructional knowledge and general instructional skills, teachers will create flexible, heterogeneous groups for small-group instruction and cooperative learning; organize whole-group instruction; model reading aloud; organize independent learning experiences; and provide one-on-one instruction.

The school will also support differentiated instruction with multiple forms of assessment and the constant use of data to inform decisions. The administration will use assessment tools and results to monitor classroom inquiry, to demonstrate program effectiveness, as well as to track student growth. Teachers and

administrators will incorporate data review into planning and collaborative times, ensuring that all school staff are aware of, and involved in, serving the individual needs of each student. Ongoing use of data to evaluate and refine progress of each individual student, as well as of the school overall, is fundamental to helping every student achieve at the highest levels, and with the specific supports that each student needs.

The Workshop Model

The Workshop Model is a particular structure for differentiated instruction that was developed for the Readers and Writers Workshop but that can also be used for other content areas. At HLPCS the workshop model will indeed be a key element of the pedagogy for ELA, as reflected in our choice of instructional/curricular materials discussed above and the workshop model will be incorporated into other content areas.

Typically, a workshop model-based lesson will include a warm-up or introduction to a particular topic, a short segment of mini-lesson in which a content or skill is explained, and then students will work individually, split into pairs or small groups and work collaboratively on a task. Following this, the teacher will call the groups together to share and reflect and conclude the unit. During this process there is a “gradual release of responsibility.” The teacher models *to* students, practices *with* students, then students work independently *by themselves* while the teacher supports small focus groups. The teacher also conferences with individual students to monitor their learning. This ongoing assessment informs the instructional program. Because the workshop model provides for independent student work, the teacher has a great amount of flexibility within the model.

Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as ELL students, Title I students and special education students as well as with academically gifted students. HLPCS is committed to serving students at all points along the achievement spectrum, and bringing all students to high achievement. Ongoing assessment is a vital part of the workshop model as teachers use data to inform both individual conferencing with students as well as in the groupings of students for guided instruction. This process promotes highly individualized instruction. It is through the workshop model that we will foster independent learners - motivated to assume responsibility for their learning, establish learning goals and monitor their own learning. Through this independence, students practice, at their own level, the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning teachers are able to attend to the needs of individual students.

Project-Based Learning

Project Based Learning (PBL) is another method of differentiating instruction. It is an approach built on authentic learning activities that engage student interest and motivation and fits the school’s belief in the value of 21st century skills for developing active global citizens. The activities of Project-Based Learning are designed to answer a question or solve a problem and reflect the types of learning and work people do in the everyday world outside the classroom. PBL is synonymous with learning in depth and is concerned with both skills and content. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline, often leveraging new technologies, tools, and approaches to generate solutions. Project Based Learning can be used with both elementary and middle school students, with teachers designing projects appropriate to student needs and achievement levels. As

students progress through a specific project, teachers can provide varied scaffolding to support varying needs. PBL can also align and work well with the workshop model described above.

PBL is done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

PBL focuses on skills for communication and presentation, as well as organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. Research has shown that PBL is an effective approach to closing achievement gaps, particularly in low-income urban schools⁴⁷. As HLPCS will be serving students from a variety of socioeconomic and other backgrounds (including an estimated 50-65% low-income students), we believe that PBL will help all HLPCS students achieve at the highest levels.

Language Learning and the Proficiency Approach

In the field of second (or third) language teaching, academics distinguish between *learning* a language and *acquiring* a language. When one *learns* a language, as it is taught in a typical language program in a school, one accumulates knowledge about the language, its behavior and its structure; one relates to it as an outsider. When one *acquires* a language, one internalizes its structure and its behavior and as a result of this internalization one begins to use its linguistic components automatically to either understand or create meaningful messages. Learners are able to function in the language, even though they may not be able to articulate rules of grammar. Acquisition allows learners “free access” to the vocabulary and to the language structure and to retrieve them instinctively and automatically. In other words, *acquisition* allows learners to engage deeply with the language and enables the language to become part of the learner.

HLPCS will use the Proficiency Approach to language instruction. The Proficiency Approach aims to assist learners in developing their ability to perform in the learned language in all four language skills (listening, speaking, reading and writing). The approach was developed in the United States during the early 1980s and is today considered the gold standard for foreign language learning for students of all ages. In 1989 the Hebrew Proficiency Guidelines for The American Council on the Teaching of Foreign Languages (ACTFL) were created by a team of Hebrew language experts at Brandeis University. The new Guidelines paved the way for the articulation of Hebrew proficiency goals for elementary, secondary, and post-secondary age learners.

In order for the Proficiency Approach to be implemented most successfully, a lesson is conducted solely in the target language (Hebrew) so that students develop real motivation to comprehend. The teacher employs different techniques (e.g. slower pace, simpler language, concrete materials, visuals, gestures, facial expressions, movement, voice inflections, etc.) to make her input comprehensible to the students. Once the students have basic levels of comprehension and vocabulary, the teacher enhances that

⁴⁷ Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

understanding by adding new vocabulary as she builds on the content that the English-speaking teacher taught the day before.

As Professor Helena Curtain, of the University of Wisconsin, Milwaukee, says⁴⁸,

“The central task for the language teacher is to create a communicative climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language! When learners are surrounded with their new language 90 to 95 to 100 percent of the class time, and when teachers use the language for all classroom purposes, language use has a purpose and there is motivation to learn.”

The Proficiency Approach incorporates robust assessment tools that are utilized both for formative and summative evaluations. Hebrew teachers communicate exclusively in Hebrew with the students in order to immerse them in the target language, and provide the students with multiple opportunities for meaningful communication. The focus is on meaning and not on form. Students are encouraged to create their own meaning or negotiate meaning in communicating with others and when reading, viewing, and listening to authentic Hebrew texts.

The Proficiency Approach is consistent with the workshop model for literacy that will be utilized in the school as well as Project Based Learning. This consistency lends itself to a seamless transition for HLPCS students, most importantly in the younger grades, from their instruction in the Hebrew language to their instruction in English Language Arts and other English-driven core subjects.

Service Learning

The Community Service Act of 1990, which authorized the Learn and Serve America grant program, defines service learning as:

"a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience."

Authentic service learning experiences are meaningful to the participants and the recipients, involve cooperation and learning through experience, and promote deep learning because the active component is followed by reflection. As a consequence of this immediacy of experience, service learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development. At HLPCS service learning will be integrated through all grade levels as part of the social studies curriculum. All students will participate in active community-based projects in which they offer

⁴⁸ See the National Capital Language Resource Center, a joint project of Georgetown University, The George Washington University, and the Center for Applied Linguistics - http://www.nclrc.org/about_teaching/topics/PDFs/FeatureCurtain-TeachingintheTargetLanguageFINAL.pdf

meaningful service to the surrounding community. At the younger grades the community will most likely be geographically proximate. As the students advance through the school the service learning projects will develop connections between students and communities further away. In this way students will develop a sense of personal and communal responsibility, the capacity to take meaningful action and an enhanced global perspective, in which their school is seen as part of an inter-connected network of communities around the world.

HLPCS is committed to providing teachers with the necessary support, training and professional development to ensure that they are effectively using the above approaches to instruction. Teachers will have the opportunity to attend seminars and workshops and the school will bring in experts to help support teachers on a regular basis. Professional development will occur during the summer prior to school opening each year, throughout the year during special workshops and development days, and will be embedded throughout the year. The Principal and Curriculum Coordinator will also support teachers in their teaching practice and teacher collaboration will be encouraged and supported.

A 2.d Student Progress and Achievement

HLPCS is committed to the ongoing implementation of evidence-based practices for assessing student performance and achievement in service of achieving the school's mission and goals. National research supports the concept of using data-driven decision making as a best practice to improve student achievement.⁴⁹ HLPCS believes that learning occurs best when ongoing assessment is a vital part of the educational model. Teachers will use data to inform instruction, guiding teachers to adjust for students needs as they plan to meet the individualized education for all students and for the class as a whole.

Our assessment strategy assumes the need to create a varied set of assessments at all grade levels and in all subjects. We will directly connect our assessment plans to our academic goals, combining external and internal assessments, in order to build a comprehensive program of benchmark, formative and summative assessments. Our benchmark and formative assessments should be predictive of the PARCC which will serve as the primary summative assessment.

HLPCS's assessment strategy will provide the data to determine student achievement by individual student or aggregated by class, grade and school. Analysis of student data will include the disaggregation of data into such categories as gender, special needs, free and reduced lunch status and race, and will provide information about the school's degree of success not only in the aggregate but also with respect to the disaggregated categories. Student data will also provide valuable information about classroom performance so that HLPCS administrators can best support teachers in the classroom.

Based on this information, HLPCS's teachers will be expected to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement that are revealed through

⁴⁹ National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Retrieved May 31, 2006.; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL.:

this analysis will be addressed in the teacher’s professional development plan. Consultations will occur between the teacher and the school’s Principal regarding improvement of teacher pedagogy.

Teacher planning at HLPCS will be informed by assessment results. Teachers will also practice a diagnostic/prescriptive approach to instruction that incorporates a high degree of individualization of instruction, which is facilitated through the differentiated instruction that will be a key element of the pedagogy.

Data Management System

Managing the wide variety of student assessment data is a crucial piece of a successful assessment program. The school has selected OnCourse Systems as its Student Information System. This system is common to all the network schools of the Hebrew Charter School Center. It has the following functionalities: user-friendly interface that can be managed easily and accurately by office staff, teachers, support staff, and administrators; ability to manage and integrate multiple types of student data (e.g. contact information and demographics, course schedules, teacher grades, standardized assessment data, discipline data); ability to easily export data to the DCPCSB, OSSE, and other regulatory bodies; ability to easily export data to Excel and other commonly-used data analysis packages; built-in fail-safes to maintain data integrity (e.g. automatic protection from duplicate entries); web-based, to allow secure remote access; ability to interface with handheld mobile devices; and ability to provide parents with access to student information such as grades and assignments.

Assessment and Intervention

HLPCS will implement the Response to Intervention (RTI) framework for the whole school beginning at the kindergarten level. RTI is a framework which integrates assessment and intervention within a three Tiered prevention system. This system is used to maximize student achievement as well as target students who struggle with academics as well as with behavior. In accordance with the RTI framework, HLPCS will use data from universal screening assessments and progress monitoring mechanisms to identify students who are at risk, monitor their progress, provide evidence based interventions and analyze their effectiveness on student outcomes. RTI is also used as a mechanism to identify students with learning disabilities or other disabilities based on their responsiveness to interventions that are provided. For more about RTI and its particular use for students with exceptional needs, see section A2e.

According to our immersion model, all subjects will be taught in both Hebrew and English. Internal and curricular- based assessments will be given in both Hebrew and English. For example, if a social studies or science unit ends during Hebrew instruction time, the unit assessment will be given in Hebrew. These assessments will be created by teachers. Students however, will be prepared to take externally mandated tests and assessments in English.

Externally Validated Measures and Instruments

HLPCS will participate in the District of Columbia state assessments mandated for all DC schools. By the time our students reach the appropriate age the DC CAS will no longer be in use, and will have been replaced by the PARCC consortium assessments for English Language Arts and Mathematics, aligned to the CCSS. Given that all schools in the District are currently in transition from one assessment system to

another, HLPCS will be following these changes closely and will make adaptations to its assessment plan to take account of these changes as they occur. Because HLPCS has already committed to Common Core standards in math and English, which will be aligned to the PARCC assessments, we believe that the school will be well- positioned to respond to any developments in the near future.

Below we provide detail on the anticipated assessment tools that will be used to test and measure achievement in the core content areas. Following this is a summary of all assessments that are being considered for the overall assessment strategy, organized to show how they will measure the school's academic goals that were laid out in section A1d.

Pre-kindergarten

In pre-kindergarten, students will be assessed in a variety of formal and informal methods. Informally, teachers will use student portfolios and anecdotal records to identify needs and interest of students. Formally, teachers will use the assessment tools available through HighScope, which includes the Early Literacy Skills Assessment, which measures the emerging literacy skills of children in early childhood programs, and the Child Observation Record (COR), which is an observation-based instrument that assesses knowledge and abilities in six broad categories of child development

In addition, teachers will use the Quality Indicators developed by Apple Tree Institute, a successful DC public charter preschool. The Apple Tree Institute's Quality Indicators is a classroom observation tool that provides specific, actionable feedback to classroom teachers. The Quality Indicators focus on the quality of children's language, literacy and social interactions with the teacher, the classroom environment, and each other. The Quality Indicators align with research-based factors measured by widely-used classroom evaluation tools including the Classroom Assessment Scoring System (CLASS), the Early Language and Literacy Classroom Observation (ELLCO), and the Sheltered Immersion Observation Protocol (SIOP). In contrast, the Quality Indicators were originally conceived for professional development. The tool uses streamlined prompts easily translated into suggestions for concrete changes to teacher practice.

As a progress monitoring tool, the goals of the Quality Indicators are to:

- Improve the overall quality of classrooms and instruction provided to young children in order to maximize their language, cognitive, and social development
- Align closely with formal observational tools used in program and teacher evaluations (i.e., CLASS, ELLCO, and SIOP)
- Create a single observation system that can be used across multiple instructional components

English Language Arts

For grades K-8, HLPCS will use the Fountas & Pinnell *Benchmark Assessment System* as the ELA six-week assessment system. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model allowing for further support, reinforcement and practice of skills with students when needed. Through this assessment, an analysis of the reading cue systems is analyzed. This analysis will enable the teacher to support the reading cue systems that are and are not being utilized. Fluency is also measured in

this assessment. Lessons are provided to support teacher interventions to improve reading skills and strategies. Teachers will develop a “POA” (Plan of Action) for each student following each six-week assessment, which will drive the instructional program.

For writing, HLPCS will use the Education Northwest 6 + 1 Writing Traits Assessment. This model uses common language and scoring guides to identify writing traits year-to-year to help refine our idea of what “good” writing looks like. The 6+1 analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:

- Ideas, the main message
- Organization, the internal structure of the piece
- Voice, the personal tone and flavor of the author's message
- Word Choice, the vocabulary a writer chooses to convey meaning
- Sentence Fluency, the rhythm and flow of the language
- Conventions, the mechanical correctness
- Presentation, how the writing actually looks on the page

Education Northwest 6 + 1 Trait Writing Assessment provides scoring rubrics, practice scoring, and scored examples for all grades. Teachers will be able to use these research-based, teacher-developed practices to provide ongoing feedback to students on their writing. This program also offers an array of prompts that can be used in classroom assessments. Importantly, middle school students can learn to assess their own writing so they are full participants in improving their own achievement. This method also allows teachers to provide differentiated support to students at different points along the achievement spectrum, including English language learners and students with disabilities.

In addition, students will participate in the external standardized testing of the PARCC consortium assessments for CCSS ELA as mandated by the District of Columbia, which will be in place in SY 2014-15. The following year, when we have our first class of third graders, and every year after, our students will participate in this assessment. Results from PARCC will be used not only for accountability for HLPCS overall, but also as a measure of student achievement and teaching success.

Mathematics

Student progress in mathematics will be monitored through teacher-created rubrics and continuums, assessments that align with the Investigations curriculum, as well as long term teacher planning. We will also use the Discovery Education Interim Assessments to periodically assess student progress towards mastery of grade level standards. These Interim Assessments are offered 3-4 times per school year and were developed to be specifically aligned to the CCSS. In addition, students will participate in the external standardized testing of the PARCC consortium assessments for CCSS in Mathematics which will be applicable for them after 2014. Projects resulting from the use of Project Based Learning will also be used to assess student progress and mastery of standards, along with work sampling.

Curriculum based assessments as well as the results of universal screening assessments in math will be used to identify students who are struggling with mathematical concepts. As part of HLPCS’ differentiated instruction approach, ongoing assessment data will be continuously incorporated into

teacher planning. Students who are struggling may be provided with additional supports or scaffolding as teachers deem necessary.

Hebrew Language

For Hebrew language instruction, assessment is at the core of the Proficiency Approach to Hebrew language acquisition. The approach distinguishes between two types of assessment: assessment for achievement and assessment for proficiency.

Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills: reading, writing, listening and speaking. Proficiency is assessed on an ongoing (daily) basis. The daily lesson plan is designed to enable students to demonstrate their proficiency in the language. By this we mean their capacity to take what they have learned and apply it in a wholly new situation.

The most prevalent type of Hebrew assessment focuses on student progress on both a weekly and daily basis. This assessment determines the learning and lesson goals for the upcoming immediate period of time. Pursuant to this framework, the first task of the professional development process is to train teachers to recognize where, at any given moment, a student is in terms of the proficiency levels. Teachers are then able to recognize student needs and adjust learning goals accordingly. The Curriculum Coordinator, through weekly (and if necessary more than weekly) classroom observations and meetings, helps teachers to recognize student levels and adjust learning goals accordingly.

In addition to this type of daily assessment, students undergo summative assessments of material learned following each curricular unit of study. Depending on the grade level, the number of units per school year is between two and six units with more units occurring in the younger grades. These evaluations primarily assess student achievement but also seek to measure the student's capacity to use the material learned in multiple situations.

The following are the oral and written assessment tools that will be used to measure proficiency in Hebrew.

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

- ELLOPA (Early Language Learning Oral Proficiency Assessment)—Administered at the end of kindergarten and grade 1 (may be replaced by OPI for grade 1 depending on the level of student)
- OPI (Oral Proficiency Interview)—Administered at the end of grades 2-6 (may be administered at end of Grade 1 depending on the level of the student)
- Letter Recognition (kindergarten)
- Letter Recognition and Writing, Reading and Writing Summative Assessments (1-6)
- Curricular Unit Assessments in all four language skills: Listening, Speaking, Reading and Writing (K-6)

Science

Science assessments will be standards- based and will be developed by teachers to reflect the standards as they are addressed in classroom instruction. As needed, experts in the area of elementary science

instruction will be consulted on designing rigorous and standards based assessments. Students will participate in state assessments for science, which are currently given in grades 4 and 7. The *FOSS* curriculum includes an assessment system, featuring teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative assessments. Projects resulting from the use of Project Based Learning will also be used to assess student progress and mastery of standards, along with work sampling.

Social Studies

Social studies assessments, both formative and summative, will be generated by teachers on staff throughout the year. If necessary, assessments will be created with the help of outside experts from the field, including consultants from the textbook providers. *Social Studies Alive!* and *History Alive!* include formative assessments, and provide teachers with tools to build their own assessments. Projects resulting from the use of Project Based Learning will also be used to assess student progress and mastery of standards, along with work sampling.

Summary of Assessment Program Aligned with School Goals

Goal 1. Students will achieve literacy in English			
ASSESSMENT	PURPOSE	GRADE LEVEL	FREQUENCY
WIDA ACCESS Placement Test	English language proficiency placement for ELLs	1-8	Once for ELLs
ACCESS for ELLs	English language proficiency for ELLs	1-8	Annually; spring
HighScope Early Literacy Skills Assessment Child Observation Record	Letter recognition, phonics etc.,	Pre-kindergarten	2-3 times per year
Apple Tree Learning Center's Quality Indicators	Literacy, language, social interactions	Pre-kindergarten	Ongoing
Fountas and Pinnell	Reading readiness	K-3 and struggling readers in 4-8	Twice a year; fall and spring
<i>Words their Way</i> Developmental Spelling Inventory	Phonics and word-analysis skills	K-8	Twice a year; fall and winter
PARCC Reading	Aligned with Common Core Standards	3-8	Annually; spring
PARCC Writing	Aligned with Common Core Standards	4	TBD

Goal 2. Students will achieve literacy and oral proficiency in Hebrew			
ASSESSMENT	PURPOSE	GRADE LEVEL	FREQUENCY
ELLOPA	Oral language, grammar, vocabulary, listening comprehension	K-1	Annually; Spring
OPI	Oral language	K-1, 2-6	Annually; Spring
Teacher-generated assessments	Reading, Writing, Speaking and Listening	K-8	In conjunction with curriculum

Goal 3. Students will understand and master increasingly complex mathematical concepts			
ASSESSMENT	PURPOSE	GRADE LEVEL	FREQUENCY
Investigations	Numbers, Operations, Data, Measurement, Geometry, Patterns, Functions, Algebra	K-5	In conjunction with curriculum
UCSMP Grades 6-12 Math	Arithmetic, Algebra, Geometry, Statistics, Discrete Math	6-8	In conjunction with curriculum
PARCC, Math	Aligned with Common Core	3-8	Annually; spring
Discovery Education Interim Assessments	Aligned with Common Core, PARCC	3-8	3-4 times per year

Goal 4. Students will master the scientific method and apply it			
ASSESSMENT	PURPOSE	GRADE LEVEL	FREQUENCY
PARCC (or DC-CAS) Science	Science content standards	5 and 8	Annually
FOSS	Science standards	K-8	End of unit
Projects/Portfolios	Science, literacy within the science context, writing within context	K-8	Ongoing
DC CAS Health	Health standards	5 and 8	Annually

Goal 5. Students will become independent learners and complete independent papers, reports and performances, culminating in a “graduation project” for Grade 8			
ASSESSMENT	PURPOSE	GRADE LEVEL	FREQUENCY
Teacher-designed “Graduation Project”	To assess a student’s preparedness to graduate and go to a rigorous high school. The assessment will require English and Hebrew reading, writing, public speaking, research, computation, critical thinking, organization, time management, self-motivation and diligence. Students will be judged on quality of work, creativity and articulation of project.	8	End of the year upon graduation

The Principal of HLPCS will be responsible for implementing the school’s assessment plan. He or she will bring appropriate experience in data-driven instruction, formative and summative assessments and knowledge of the standards and curricula that have been established.

A 2.e Students with Exceptional Needs

HLPCS will use the Response to Intervention (RTI) process to identify students who may have exceptional needs and will organize Student Support Teams (SST) to monitor and manage the progress of all students. As a school, HLPCS will employ an RTI program for all students. General Education teachers, with the support of the leadership team, will be responsible for identifying students in their classrooms who are not making expected progress given a differentiated curriculum. Those students will be identified as needing additional interventions (Tier 1) to match their individual needs and parents will be informed through a parent teacher conference or communication. Teachers will employ research-based interventions and collect data on their success or failure for a period of at least six weeks. If the student is determined to be making expected progress, the teacher will continue to provide the intervention as long as the student continues to benefit. If the student does not benefit from the intervention at least one new intervention will be employed following the same process.

The RTI intervention team will include the leadership team as well as experts in all subject areas including special education and ESOL. The team will be lead by a general education teacher, counselor, or coach. The team will meet weekly to discuss the need for and progress of students requiring intervention. General Education teachers will complete formal referrals to the SST after they have tried and documented the success or failure of at least two research- based interventions. Parents will be invited to attend a formal meeting to discuss the results of the interventions and make a plan for additional interventions and support for the student’s areas of weakness (Tier 2) as well as maintaining or advancing their areas of strength.

The team will reconvene after a period of at least six weeks to discuss the data collected and the success or failure of the Tier 2 intervention. The team will decide whether or not to recommend a subsequent Tier 2 intervention or to refer to the Multi-disciplinary Team (MDT), which has responsibility for students

with special needs. Students may be referred to the MDT by their teachers only after trying and documenting Tier 1 and Tier 2 interventions through the RTI process.

The Multi-disciplinary Team (MDT) will be led by the Special Education Coordinator (SEC). Referrals to the MDT will be received and processed by the SEC in accordance with the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation act of 1974 and the Americans with Disabilities Act of 1990, Title II. Referrals to the MDT are made in several ways. The most common way is by the general education teacher through the team process as mentioned above. Parents can also refer directly to the MDT, though they are encouraged to seek out the student intervention process prior to coming to the MDT team. Referrals can also be made by Child Find, Early Stages or other early childhood intervention programs. They are also made by external agencies, such as HOD (Hearing Officer Determination), or other State agencies. Regardless of who makes the referral, the SEC is required by law to acknowledge the referral in writing and begin the process of Analyzing Existing Data with the MDT team.

The MDT will investigate the referral and collect data as to the concerns and success or failure of documented interventions as well as formal and informal testing data collected in the general education setting. They will also conduct interviews of the teachers and parents and observations of the student as well as complete a record review. The MDT may also review any outside data collected from private evaluations, medical diagnosis or previous school records. In addition, the MDT will determine if there are any other reasons such as ELL status, environmental factors, lack of basic needs, lack of instruction etc. that may be impeding the student's ability to learn. The team will have up to 45 days to collect this data and convene an MDT meeting.

At 45 days or less, the MDT, including the parents, will meet to review the existing data and determine one of three things. First the team will determine whether or not Tier 1 and Tier 2 interventions have been tried and success or failure has been documented. If the team feels there is not sufficient data to suggest that RTI/SST strategies have been tried and failed then the MDT will refer the case back to the SST until sufficient data can be collected. Second, if the team has enough data, including current psychological and educational testing, the team may determine whether or not a student qualifies for special education services without completing additional testing. Third, if the team has enough data to support that a disability may exist and RTI/SST strategies have been attempted, documented and exhausted, the team will proceed to testing following the IDEA process. Parents must give their consent for the school to perform the evaluations by qualified/ licensed professionals. Evaluations will be conducted in all areas of concern and the results of those evaluations will be used to determine whether or not a student meets the qualifications for special education and related services.

A Hebrew/English dual-language immersion model may present challenges for both special education students and English language learners whose native language is not Hebrew, particularly children with language-based learning disabilities. However, research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds and children who speak a language other than English or the immersion language at home.⁵⁰

⁵⁰ Genesee, F., Second/foreign language immersion and at-risk English-speaking children, *Foreign Language Annals*, 1992, 25(3), 199-213; and de Courcy, M., Warren, J., & Burston, M. (2002). Children from diverse backgrounds in an immersion program. *Language and Education*, 16(2), 112-127.

To support the students with previously identified language-processing challenges, the MDT team will address their needs as soon as classes start, rather than delaying interventions until the child is struggling with the curriculum.

After the evaluations have been conducted according to the timelines set forth in IDEA, the team, including the parents, will reconvene to determine eligibility. All reports will be reviewed and the results will be discussed to determine whether or not a disability exists, under which disability category according to IDEA, and whether or not that disability is having an academic impact in the general education classroom. If it is determined that a disability exists and there is an academic impact, an Individualized Education Plan (IEP) will be developed within 30 days. If the student is found to have a disability, but it is not having an academic impact, the student will not qualify for special education or related services. If the student is found to have a disability that requires accommodations or modifications, but not specialized instruction, the student may qualify for a 504 plan and will be referred for a 504 meeting, which could occur on the same day or at a later date. A student's IEP will be written using all of the data collected throughout the MDT process including classroom-based assessments to determine a baseline for each goal. The parents and general education teachers will work with the special education teacher to develop a plan to develop goals that meet the individual needs of each student. Progress on these goals will be measured quarterly through the special education progress reports. Progress will also be tracked on a daily/ weekly basis by special education and general education teachers using a data tracker tool. IEPs will be redeveloped on a yearly basis, but are considered living documents that can be amended at any time the team (including the parents) determines the necessity to change present levels, goals, services and/or accommodations. Every three years or sooner, students will be reevaluated to determine if they continue to meet the qualifications as a student with a disability to receive special education services and under which federal category.

HLPCS will provide the majority of academic and behavioral supports for students with IEPs. Upon opening, the school will have one Special Education/ELL coordinator, in addition to one designated special education teacher. Behavior support services will be provided by a qualified practitioner who can legally provide such services in the District of Columbia (LICSW). Depending on students' IEPs and overall school need, the person may be a staff person or a contractor. Part-time related service providers who provide speech and language, occupational therapy, physical therapy, audiology, and vision services as needed determined by students' IEPs, will be contracted. Service providers will keep therapy logs/ notes to document their services as well as update progress quarterly on the IEP. Service trackers will be input into the state-wide Special Education Data System (SEDS).

As mentioned, students will undergo specialized assessments to determine initial eligibility and during the tri-annual evaluations process. These evaluations include, but are not limited to psycho-educational testing, cognitive testing, occupational therapy assessments, ADHD assessments and an assortment of other testing, as necessary. Assessments of students will be contracted out to qualified providers. The school will work with those persons responsible for assessment to ensure they are present at MDT meetings to review the evaluations and make necessary recommendations.

The District of Columbia currently utilizes the Special Education Data System (SEDS) through the Office of the State Superintendent. HLPCS will utilize this system to implement special education services for students from the initial phase of referring students to the ultimate phase of writing IEPs. The system will

be an invaluable tool for HLPCS to monitor and track special education services. The system allows the school to write and develop IEPs, track related services, monitor student progress, and track school-home communication related to special education. Moreover, the system will allow the school to obtain special education records of new incoming students using an electronic database system and document repository.

HLPCS will employ an Inclusion model for all students. Classroom teachers will be trained to provide differentiated lessons and materials to support students working at multiple levels. Special education teachers will collaborate with general education teachers to co-plan and co-teach differentiated lessons. Special education teachers will serve as a resource to general education teachers to determine what modifications and accommodations students will need to access the general education curriculum. IEP services will be delivered in accordance to the IEP including co-teaching, push-in and pull-out services. The team will determine the least restrictive environment for each student in each area of concern. By providing differentiated instruction within an Inclusion model, most students will be able to receive their services in the general education setting to include the general education classroom or other smaller spaces determined for small group work. These small groups would include students with IEPs as well as non-disabled peers who require similar differentiated instruction. Groups will be flexible and will change with data collected from pre and post assessments for each unit as well as data collected and analyzed from standardized testing (refer to section A2d). Students requiring additional interventions may be pulled out to a special education placement to receive targeted direct instruction. The school will make every effort to pull students at appropriate times when they do not miss instruction that they are required to “make up” while also ensuring that these students have access to such classes as art, PE and music.

HLPCS recognizes that an Inclusion model is not the least restrictive environment for all students. If the team determines that a student’s individual needs cannot be met through differentiated instruction, small groups or pull-out services, or that the student requires a therapeutic setting, then the team will reconvene to determine additional options. If the school is able to provide a self-contained setting for that student and meet that student’s needs, such services will be provided at HLPCS. If the team determines that the school is unable to provide the level of services required on the student’s IEP, the school will work with the Office of the State Superintendent and the placement process established by the Special Educations division to identify a setting that provides the student with a free and appropriate education in the least restrictive environment outside of HLPCS.

Students who are working significantly above grade level are also considered to have exceptional needs. HLPCS will support their learning through the use of differentiated instruction to provide challenging materials in all academic areas including project/ inquiry based learning and the Parallel Curriculum Model. Through the use of the school’s assessment program, teacher collected data, and parent input, the school will work to identify needs of students who have exceptional needs requiring instruction beyond the established curricular materials. Further, the school will utilize research and resources from the National Association for Gifted Children (NAGC) to provide necessary interventions for children. The Parallel Curriculum Model is currently being considered as a curricular support for students with exceptional needs. The Parallel Curriculum Model is an integrated framework and set of procedures for designing rigorous and highly motivating curriculum that attends to important student differences. The model is based on best-practices identified in the book *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners*. It is important to note that some students who are

performing above grade level will only exhibit these skills in one area. Such students require a different approach that homes in on the content area requiring acceleration. Such students will receive small group and one-on-one instruction, as necessary, based on their skills and content knowledge. The focus of such instruction will be to not only advance students' content knowledge but also to enhance higher-order skills such as critical analysis and problem solving. Differentiated instruction and project/inquiry -based learning lend themselves to such an approach. As mentioned previously, each classroom will be staffed with one teacher, and a teaching assistant who will be shared by two classrooms. The presence of these adults in each classroom will allow for the resources necessary to provide the differentiated instruction need by students who are excelling in a variety of formats including accelerated materials or project based inquiry learning. Depending on the need of students, the school will review its staffing model and budgetary allocations to determine the best means by which to deliver resources to students performing above-grade level or those identified as gifted.

A 2.f English Language Learners

The unique nature of the HLPCS language immersion mission will mean that, to some degree, we expect that every student in the school will be a language learner. Whether the students are learning Hebrew for the first time, or English, or both, all students will be sharing the process of language and culture acquisition. As a result, the school will be particularly sensitive, and friendly, to the ways in which students, and their families, will be acquiring a new language. For more details on the culture of a language learning school, see Section A4c.

In addition, as has already been noted, research on language learning shows that learning a second language positively impacts the acquisition of further languages. Students who are learning, and becoming proficient in a second language are developing cognitive capacities that aid them with the acquisition of a third language. As a result, even though it might be counter-intuitive, we believe that students who do not speak English as a native language will not be at a disadvantage at HLPCS, and the school is committed to ensuring that they achieve high levels of proficiency in both English and Hebrew.

Enrollment and Identification of English Language Learners

HLPCS foresees that 7% of students will be English Language Learners (ELLs), which is the average for the District of Columbia. The ELL identification process will coincide with enrollment procedures. The school will follow the state requirement to administer the Home Language Survey to all students as part of the enrollment process. Students who indicate that a second language is spoken at home will be assessed using the appropriate age level assessment as indicated by the Office of the State Superintendent (OSSE) to determine if they qualify for services as English language learners. Pre-school students who are 3 at the time of enrollment will be assessed using the Pre-IPT. Students falling in the age range of 4-6 will be administered the kindergarten WIDA ACCESS Placement Test (K-WAPT). Lastly, students in grades 1-8 will be assessed using the WIDA ACCESS Placement Test. The results of the assessments will determine a student's eligibility.

Assessment of English Language Proficiency

Students identified as English Language Learners will be assessed using the ACCESS for ELL assessment provided by OSSE each spring. The ACCESS assesses students in four domains: listening, speaking, reading, and writing through an English language screener proficiency test. The assessment determines a student's English language proficiency level using a score of Level 1 to Level 4.9. The assessment will determine if students are newly-English proficient (NEP), limited-English proficient (LEP) or fully-English proficient (FEP). Students will continue through the assessment cycle until they reach a score of 5 indicating full proficiency in English. Students who reach proficiency will be monitored for a two-year period by the school for English language acquisition.

Instructional Model for ELLs

If enrollment numbers for ELL students are consistent with expectations (7%), the school will hire a part-time English language teacher for its ELL students in its first year, combined in a joint position with the Special Education teacher. (More details of this staffing configuration are to be found in Section C2.c.). We plan to expand this to a full-time position from the following year onwards. Regardless of actual numbers, any teacher would need to meet Highly Qualified Teacher status for ELL. The teacher would be responsible for providing ELL instruction to students as warranted based on their ACCESS and placement testing results. Some of the instruction will be in the general education classroom through push-in instruction while some will require a pull-out mode or sheltered instruction. The type of services rendered will rely on student needs as identified by the placement testing. The ELL teacher will work in concert with the general education teacher of each ELL student to determine the best level of support for each student. Working alongside each other, the teachers will decide on when pull-out services should occur based on what is occurring in the general education setting. Likewise, the teachers will collaborate on push-in services determining which assignments and instruction methods work best to meet students' needs in a push-in format. Regardless of the method of instruction, the ultimate objective of the ELL instruction will be to advance student language acquisition in all four domains: listening, speaking, reading, and writing. The ELL teacher will be responsible for placement assessments and the annual ACCESS testing.

Final determination of the staffing model will be made based on actual student enrollment, with the minimum being a half-time position in Year 1, followed by a full-time position in Years 2 and 3, and two staff positions in Years 4 and 5.

Communication with Families

Ensuring that we are able to communicate with all of our families, regardless of their English proficiency is critical to HLPCS since we see families' involvement in student learning as essential to the school's success. The school will take several steps to ensure families' language needs are taken into account. First, the school will identify the language needs of families using the information from the Home Language Survey. Second, the school will publish all materials related to enrollment, school notifications, and assessments in the most commonly used language by parents at the school. The school will utilize both in-house expertise for translation services as well as contract services such as TransAct. TransAct

allows the school to provide over-the-phone interpreters for immediate communication needs. Such services will be critical in communicating with families at parent-teacher conferences or to respond to general inquiries. In addition, TransAct will provide translation services for school notices to families in over 21 languages. To ensure all of our families' communication needs are addressed, HLPCS will also work with families whose primary language of communication is American sign-language by using contractors to provide translation services for all school related functions such as teacher-parent conferences or parent organization meetings. Traditional and broadband relay services will be used for phone communication services, as needed. Overall, the school is committed to ensuring that a two-way channel of communication exists between the school and home.

A 2.g Strategies for Providing Intensive Academic Support

HLPCS will utilize the RTI process to identify and provide support to students who require intensive academic supports. As described earlier, RTI will be implemented school wide beginning at the kindergarten level. RTI will allow teachers to identify students who are struggling academically or socially and put in place research-based interventions at the three Tiers. Students' response to the interventions will dictate what other supports, if any, will be necessary to support student academic growth. The school will utilize data from RTI to monitor student progress. If necessary, students may be referred to the SST process as part of the special education referral system. If supports are found to be successful, the student will continue with the tiered interventions and progress will be monitored as determined by each student's plan using screening assessments, class assignments, and teacher input. HLPCS is reviewing the diverse intervention options identified by the National Center on Response to Intervention to determine the best resources for each of the tiered interventions.

Identifying students' academic needs upon enrollment will be essential to ensure that students receive necessary academic supports beginning in September of each academic year. For this purpose, the school will implement a reading and math grade-level diagnostic system using Scantron's Performance Series for new incoming students after first grade. The computer adaptive testing allows students beginning in kindergarten to take a computer-adapted test in reading and math providing grade-level equivalencies. New students will take the assessment in the summer prior to the beginning of each school year to allow teachers to have immediate academic data for each student. Students scoring two grade levels below their targeted grade will immediately be referred for RTI. This system allows for immediate feedback on student data and ensures students do not have to wait several months before they can begin RTI. Additionally, the program will allow teachers to identify students who are accelerated and above grade level. Thus, students who are new to the HLPCS community and require additional supports either because they are significantly below or above grade level will be quickly identified.

As part of RTI, students who are struggling in reading and math will be identified and given specialized attention. Currently, the school is considering the Wilson reading program for struggling readers in grades 2 and beyond. Recognized as research-based intervention for RTI, the Wilson reading program is intended for use with small groups (up to six students) and allows for intense remediation and targeted instruction. The program provides a systemic and cumulative approach to teach complete early reading skills such as decoding and encoding and moves to more advanced reading skills such as vocabulary comprehension and reading fluency. The program uses criterion-based assessments that are built into the

program and assess each student's progress and achievement. Because the program groups students based on reading skills, students across grade levels will be able to work alongside one another with the instructor.

Recognizing that some students will require interventions beyond the curriculum of *Investigations*, HLPCS is currently reviewing *Accelerated Math*, by Renaissance Learning, as a possible intervention math program. *Accelerated Math* is an individualized math intervention program that targets key objectives for each student. Recognized as a mastery measure by the National Center on Response to Intervention, *Accelerated Math* offers daily information about a student progress towards math mastery, skill by skill, adding a robust dimension to each student's data profile. The program provides real-time data to teachers and assists in identifying key areas of weakness for each student. As part of *Accelerated Math*, each student practices teacher identified objectives based on results of diagnostics through practice problems. Students and teachers receive immediate feedback on the student's mastery of the targeted objectives. If students appear to master the objective, they complete an assessment. If students are successful, they move on to the next targeted objective. Students are able to work at their own pace with teacher monitoring. *Accelerated Math* allows teachers to home in on targeted deficiencies providing real-time data.

Overall, in developing its RTI program, HLPCS, will focus on student interventions that will be instrumental in ensuring that all students, regardless of academic entry points, will demonstrate significant student growth.

As indicated earlier, in pre-kindergarten HLPCS will administer HighScope assessment. Students who demonstrate significant deficiencies on the assessment will receive intensive remediation in the classroom by the cooperating teacher in each early childhood classroom. The cooperating teacher will work with the struggling students to implement interventions, as necessary. Students who do not demonstrate adequate growth or response to intervention, will go through the referral system described above to determine if any underlying issues requiring special education exist.

A.3 Student Performance

A 3.a Gateway Measures

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

HLPCS anticipates that many students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth, have made growth that puts him/her within six months of grade level targets, or if they are in pre-kindergarten or kindergarten and the classroom teacher and Principal recommend promotion. For students to be promoted from kindergarten to grade one and from grade one to grade two, HLPCS faculty and staff will be watchful for emotional, physical or social issues that could be hindering a student's

progress. The classroom teachers will then conference with the Principal about these issues. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate family for help in addressing the troubles that may be causing problems in learning.

Multiple factors will be taken into account in determining whether the student has reached the standard for the effective grade level and should be promoted. These factors include: ongoing diagnostic assessments to determine a student's mastery of material in each core subject both in Hebrew and English, performance on the state mandated tests, the chosen subject matter assessments, and staff assessment of whether the student will be motivated or discouraged by repeating a grade. Students who are at risk of not being promoted will be identified and a conversation with each student's family will take place before May about the appropriateness of retention. All students who are candidates for retention will have an Individual Learning Plan, will be given additional academic support, and will be closely monitored. If a student must be retained, then the classroom teacher, the Principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success.

Graduation Project

After working with a project advisor to determine project goals and an action plan, eighth grade students will develop a culminating project. This project will demonstrate quality of work, creativity of presentation, and the articulation of the value of the project. The student will then guide a panel of educators, families, and community members through their graduation project. This final independent project will assist the school community in deciding on a student's preparedness to graduate and go on to a rigorous high school. Completing this assignment will require skills in Hebrew and English of reading, writing, public speaking, research, computation, critical thinking, organization, time management, self-motivation, and diligence – all of which are necessary for HLPCS's goal of developing life-long learners.

A 3.b Leading Indicators

The founders of HLPCS believe that the long-term success of the school will result from the high level of academic excellence and the positive community that will be built of families, students and school staff. The success of the school will also be determined by attendance and re-enrollment of HLPCS students. Specific measures must be taken to ensure the highest possible rates of attendance and retention of students at every grade level. The following are ongoing practices that will promote a culture of high attendance and retention.

Clear Expectations of High Attendance

All students and their families will understand that HLPCS sets high standards for attendance. Teachers and staff will regularly reinforce the expectation that students should come to school every day, on time, and that their presence and absence will be noticed. The following practices will support this expectation and establish a structure for accountability.

- All families will receive a Handbook which will emphasize the value placed on daily attendance and lay out the processes by which absenteeism will be dealt with
- Attendance will be tracked daily in the classroom and will be recorded in the Student Information System
- High attendance will be encouraged, recognized and celebrated
- Whenever a student is absent, parents will be contacted that day to notify the parent of the absence and review the student's attendance record
- Attendance benchmarks will be established in line with the PCSB's Performance Management Framework
- Students who are at-risk for attendance problems will be identified and flagged for intervention

Strategies for Student Retention

As has already been mentioned, we believe that the best strategy for student re-enrollment is to create a safe, nurturing learning environment in which students and their families are actively engaged in the educational process.

The founders of HLPCS recognize that the language immersion focus of the school makes retention issues particularly acute. The school has made an educational decision not to accept new students after second grade, and as a result it will be particularly important to retain students from year to year, as new students will not be entering the school at higher grades. The benefit of this policy is that students will learn the Hebrew language at a young age, and will be able to progress in fluency from year to year, as part of a consistent class of students with whom they can develop strong, long-lasting relationships. At the same time, residents often live temporarily in the District of Columbia, the school anticipates that there will be at least a 15% attrition rate each year, and has taken this into consideration in the enrollment plan and school budget.

Given the inevitable attrition level, then, and the critical need to maintain as high a level of re-enrollment as possible, HLPCS will actively seek to re-enroll students by focusing on the following:

- *Clear communication.* The process for re-enrollment will be communicated clearly to families via the school's website, print materials and family-school communications.
- *Effective family engagement.* Families that are active participants in the school's mission will be the best allies to the school in retaining students. The section following, Support for Learning, provides more details about how families will be engaged as volunteers, advocates for their children and partners in the educational process.
- *Sibling preference.* In order to make the school an attractive option for families with more than one school-age child, HLPCS will give preference to siblings of currently enrolled students, or siblings of applicants selected during the lottery process.
- *Exit interviews.* Any family that indicates they are considering not re-enrolling their child will be invited to meet with the Executive Director, in order to share their feedback, and to explore whether there are changes that can be made to the situation for their child. If the family decides to change schools, the feedback that they give will be carefully considered, in order to ensure that the school does all it can to maintain enrollment in the future.

A. 4 Support for Learning

A 4.a Parent Involvement/Family Engagement

Over the past twenty years, family engagement has become a topic of concern for policy makers, educators and researchers⁵¹. Studies of schools show that family engagement impacts student achievement and can be used to foster feelings of belonging, community and learning. HLPCS will use this research as a basis for its commitment to strong family engagement.

Urie Bronfenbrenner, the developmental psychologist and his theory of “spheres of development” have become widely used in studies of family engagement. Bronfenbrenner claims that human development occurs in many settings. While the family is the “principal context in which human development takes place, it is but one of several settings in which developmental processes can and do occur.”⁵² There are three components to Bronfenbrenner’s theory: home life, other developmental contexts such as the school, and the links between them. Bronfenbrenner argues that in the home, parents provide the basic needs that children require in order to develop. A secondary developmental context is one in which “the child is given opportunity, resources, and encouragement to engage in the activities he or she has learned in primary developmental contexts, but now without the active involvement or direct guidance of another person possessing knowledge and skill beyond the levels acquired by the child”⁵³. The second developmental context is often the school. Fostering the link between the two developmental contexts will be a priority for the HLPCS. This will help our students grow, learn and develop into active members of a global society.

HLPCS is committed to working with teachers and school staff to ensure understanding of the experiences, lifestyles, and cultures from which our students come. This will help teachers develop a strong bond with both students and families and will make them more effective teachers.

Family engagement can take many forms. HLPCS will build on families’ strengths and work to engage every family in a way that benefits all parties. In the early years, engagement means families reading to children at home, then grows to include helping with homework, volunteering in classrooms, participating in the parent organization and communicating regularly with teachers and school staff throughout the students’ career at HLPCS.

When families walk into the school building, they will be greeted by welcoming school staff. Around the building they will see large, colorful signs in English and Hebrew that showcase the school culture and that will showcase student work and projects that connect the school to the community we serve. These displays will also serve as a reminder to students of our shared commitment and progress.

HLPCS will build a strong community using the Responsive Classroom methodology. This methodology is a research-based set of practices designed to help children develop social-emotional skills that lead to

⁵¹ Epstein, Joyce <http://www.csos.jhu.edu/p2000/Research/researchpubs.htm> and Henderson, Anne T and Karen L. Mapp. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. SEDL, 2002.

⁵² Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6).

⁵³ Bronfenbrenner, U. (1979). *The ecology of human development: Experiments in nature and design*. Cambridge, MA: Harvard University Press.

many positive learning outcomes. In so doing, they create a positive school community characterized by collaboration, respect and celebration. The Responsive Classroom methodology will be evidenced by, among other things, daily morning and pre-dismissal meetings in all classrooms, weekly school-wide gatherings, and regular school celebrations.

The Responsive Classroom methodology will allow families to engage in school events celebrating achievement for students both in academic and social/emotional realms. Moreover, the Responsive Classroom program will allow families to be active participants and observers of student performances, unit celebrations and presentations. Lastly, the program will provide families with an opportunity to become engaged during unit studies in the classroom. HLPCS recognizes that parents may be one of our greatest resources in supplementing our curriculum. Their personal experiences, possessions and stories will complement units of study providing primary and secondary resources while allowing the parent/guardian to actively engage in his/her student's classroom.

A child's school life is greatly enriched by a family that is well informed and active in school affairs. Early in the school year, families will be asked to contribute their time and service to the school in a variety of ways including but not limited to room volunteers, classroom helpers, project organizers, guest readers or volunteers at special school events. Details about service opportunities will be provided at the Back to School Night and periodically throughout the year via email, written requests, family organization meetings, etc. HLPCS will make every effort to provide a wide variety of volunteer opportunities and will be cognizant of changing/differing work schedules and priorities. HLPCS aspires to a commitment from parents/guardians for 20 hours of service to the school each year per student enrolled.

Family Orientation

All parents/families/guardians of enrolled students will attend an orientation prior to the beginning of the school year. We will hold two sessions, one in the evening and one on a weekend in August, prior to school opening. In each case, we will introduce the families to the school, program of study, immersion model, and school policies and culture. As this will be a rigorous academic program, it is imperative that parents understand and commit to the program. The orientation will emphasize the need for school leaders, families, teachers and students to work together to achieve our mission. Family orientation provides a basis from which to develop powerful and effective partnerships with all students and families coming into our community.

Communication

HLPCS will develop several means of meaningful two-way communication with its parents, families and guardians. These include: (1) family meetings that are held three times a year. Teachers and administrators will meet to discuss programs, overall progress, future plans, etc.; (2) progress reports sent to the parents/guardians of each student twice per year, mid-semester; (3) individual parent/guardian meetings with teachers at least twice per year. These meetings will be scheduled to occur mid-semester (approx. Nov. and April) following the distribution of progress reports, and will focus on each student's progress. HLPCS understands families need options to participate in the life of the school. To that end, a range of conference times will be available to meet work schedules. In addition, child care will be

available for parents during conferences; (4) report cards sent to parents/guardians two times yearly, at the end of each semester; (5) development and maintenance of a HLPCS website that is designed specifically to promote continuous parental involvement with the school and encourage email communication; (6) facilitation of the development and continued operation of an active HLPCS Parents Organization (PO); (7) standard procedures for staff to contact families about student behaviors (either positive or negative). Contact can be made by phone, email or face to face meetings; and (8) development and maintenance of a school climate that is friendly and inviting to families.

In order to actively engage our families and learning community, we will employ a range of communication methods to ensure that families have all of the pertinent information they need. Newsletters and the school website will be available in a range of languages (such as Spanish, English and Hebrew) to ensure that families are kept up to date.

Encouraging Parental/Family Engagement in School Operations

HLPCS will promote family and staff engagement in school governance in the following manner: (1) invite families to become members of various school committees; (2) As required by the School Reform Act, HLPCS will have two parents will serve on the board of Trustees; (3) through the school's Parent Organization (PO), surveys, interviews, etc., seek the recommendations of families on issues that significantly impact any aspect of the school, its operation and its instructional program prior to final decisions; (4) reserve a standing agenda spot for the school's PO at each regular meeting of the Board; (5) share the school's annual report separately with the school's PO and provide the PO with the opportunity to make recommendations for improvement.

After Hours Classes and Referrals

HLPCS hopes to create an online family portal where families can access web-based support and resources for Hebrew language and other school curricula. This portal may include links to audio and video, and a calendar of relevant community events. HLPCS also hopes to have a lending library for families with Hebrew language books, CDs etc.

In addition, provided the funds are available, it is our goal to offer evening conversational Hebrew classes to families and community members who are interested. We will aim to have the school building open after school hours for families to use the computers or other resources for job searching or other educational opportunities. We are seeking partners who can help us provide or refer interested families to adult literacy workshops and classes to help them develop skills that will ensure success for their children.

Making Families Aware of Adequate Yearly Progress Under No Child Left Behind

No Child Left Behind requires reports on the adequate yearly progress of students for each grade and subject tested as well as information on the percentage of students tested. LEAs must report the percentage not tested or the inverse, the percentage of students tested. Either approach is acceptable. This information must be disaggregated by the following subgroups:

- All students
- Major racial and ethnic groups

- Students with disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

Information on student achievement at each proficiency level (advanced, proficient, basic, below basic) will be disaggregated by the above subgroups as well.

As currently required under NCLB, HLPCS will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. HLPCS is committed to reducing the education gap for all students. HLPCS will implement all provisions of NCLB that apply to charter schools, which currently include:

- Using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program
- Meeting Adequate Yearly Progress goals
- Publicly reporting the school's academic progress;
- Providing extended learning opportunities for students falling behind who need extra help;
- Fostering teacher quality
- Participating in all required assessments

All HLPCS teachers will meet NCLB requirements for "highly qualified" teachers who teach in core academic subject areas. The requirements currently in place that apply to both Title I and non-Title I public schools currently include the following:

- Full state certification or license
- Possession at minimum of a bachelor's degree from a four-year institution
- Demonstration of competence in each core academic subject area in which the teacher will teach

These federal regulations do not apply to non-core academic subject areas teachers such as physical education.

If HLPCS becomes a Title I school, then all paraprofessionals whose duties include instructional support will meet NCLB criteria at the time of hire in order to demonstrate they are prepared to reinforce and augment teachers in the classroom. Currently NCLB requires that paraprofessionals for instructional support have done the following:

1. Earned a high school diploma or the equivalent, **and**
2. Completed two years of college (48 units), **or**
3. Received an Associates' degree (or higher); **or**
4. Passed a local assessment of knowledge and skills in assisting in instruction

Individuals who are translators or who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, or whose duties consist solely of conducting parent involvement activities and similar positions currently do not have to meet these requirements.

Families of students enrolled in HLPCS will be notified via written letter to meet the parents' "right to know" provisions related to teacher qualifications. These provisions are divided into two categories:

1. The first "right to know" provision, shown below, allows parents to request and receive essential information about the professional and educational background of the teacher(s) instructing their child(ren):

Districts that receive Title I, Part A funds, are required to notify parents of students attending any school that receives funds under Title I, Part A that a parent may request, and the district will provide the parent on request (and in a timely manner), information regarding professional qualifications of the student's classroom teacher(s), including at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subjects in which the teacher provides instruction
 - Whether the teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications
2. The second "right to know" provision requires notifying parents in Title I schools when their child is taught for four or more weeks by a teacher who is not highly qualified.
 - This provision of the law requires that all schools that receive Title I funds, regardless of whether the school has a school-wide or targeted assistance program must provide this notification to every parent in the school whose child is being taught for four or more weeks by a teacher who is not highly qualified, regardless of whether or not the teacher is being paid with Title I funds

A 4.b Community Participation

The community of learners at HLPCS will strive to support and be supported by the larger community. To that end, we are in the process of forming partnerships with various community organizations to support our mission and provide service opportunities for our students. Our work to build partnerships with various community organizations is ongoing and will intensify during the planning year ahead of the school's envisioned opening in fall 2013.

Language Learning , Community and Academic Institutions

Community Partner	Contact Person	Status	Capacity Building Resources
Embassy of Israel	Galit Baram, Consul for Public Affairs	In discussion	Israeli cultural resources, including speakers, materials, cultural resources. Pipeline for teacher recruitment Connections to Israeli culture
Department of Hebrew Language, University of Maryland	Avital Feuer	In discussion	Recruitment pipeline for teacher recruitment. Resources for professional development
City Year		In discussion	“Students Succeed” program run by Corps members in schools
Kidpower DC	Max Skolnik	Letter of Support	After-school programming expertise
For Love of Children	Alison Henken, Director of Programs	In discussion	After-school tutoring, enrichment programs for low-income families
Martha’s Table		In discussion	Volunteer service opportunities for students
VIDA Senior Center	Angel Luis Irene	In discussion	Volunteer service opportunities for students
Compost Cab	Jeremy Brosowsky	Letter of Support	Education about healthy eating, environmental awareness and sustainability
DC Guard	Janet Richards	In discussion	Drug-prevention education programs for children

In addition to the institutional and organizational support listed above, HLPCS has conducted parlor meetings and information sessions to gain parental and family support for the school. To date, from four meetings in Wards 1 and 5, and through advertisement on neighborhood listservs in Capitol Hill, Adams Morgan, Brightwood, Kalorama, Shepherd Park, and Takoma DC, we have compiled an email list of over 100 interested families.

A 4.c School Organization and Culture

HLPCS envisions a community of learners, where children of all backgrounds and abilities are valued members of a nurturing community, committed to academic excellence and language and cultural immersion. We are building a school where all children will learn together to reach high levels of achievement and gain the skills to become productive members of the world community.

The organization and culture of HLPCS will reflect the key philosophical beliefs that guide the school:

- Learning through an inclusive community
- Achievement through integration
- Dual language fluency
- Hebrew as unique target language
- Teaching skills for tomorrow's global citizens

The following are some of the ways in which these values will be expressed in the school's organization, culture and facility.

- To build a strong community, HLPCS will use the Responsive Classroom methodology. This methodology is a research-based set of practices designed to help children develop social-emotional skills that lead to many positive learning outcomes and creating a positive school community characterized by collaboration, respect and celebration. The Responsive Classroom methodology will be evidenced by, amongst other things, daily morning and pre-dismissal meetings in all classrooms, weekly school-wide gatherings, and regular school celebrations.
- In order to achieve academic excellence, HLPCS will utilize a team teaching structure in which the Hebrew and English-speaking teachers will collaborate daily to ensure that student progress is continually monitored and teachers can focus on students having difficulty with the language or the content instruction. Students staying for the after-school program will have homework sessions with both Hebrew and English-speaking teachers who will be available for extra help.
- Hebrew language and Israeli culture will infuse the school at all levels. Hebrew signs and language will be evident throughout the facility. Israeli culture will be present in as many forms as possible, including music, games, the performance arts and food.
- The school will contain two libraries, containing a rich selection of instructional materials, games, movies, music and other learning materials that will be available to students and their families.
- Service learning projects, for all grades, will connect the school to the local community and provide students with project-based tasks that will build their skills and allow them to demonstrate success, and will have a real impact on authentic community needs.
- HLPCS will partner with a comparable school in Israel, allowing the students to build friendships, practice their language skills and learn about Israeli culture. If school finances allow, a school trip for the sixth grade class and at least one parent from each family will be planned, enriching the exposure to Hebrew culture and language.
- Families will be present in the school on a daily basis, as family members contribute their time and energy as volunteers for a variety of tasks in the school, and through the work of an active Parent-Teacher Organization. Parents and family members who would not otherwise have opportunities to interact will have the chance to work together for the benefit of their children and the school community as a whole.

A 4.d Extracurricular Activities

HLPCS takes a holistic approach to the activities that happen before and after the core school day. The school is committed to providing free before and after-school opportunities that further the mission of the school and reinforce its academic and community goals. The extra-curricular time that students spend in school will offer them opportunities to further develop in a healthy and safe environment, providing complementary experiential learning and maximizing the time that students spend in the care of the school.

Before-School Breakfast Program

An optional before-school breakfast program will be offered each day school is in session. Students, and especially those qualifying for Free and Reduced Meals (FARMS), will be encouraged to attend to ensure they begin each day well-nourished. The program will be available one hour before the start of school. In addition to breakfast, we will also offer reading and literacy activities in both English and Hebrew during this part of the day. The program will be staffed by school staff and volunteers. The school will endeavor to offer this program for their children to participate on a quarterly basis. There will be no cost to children for this program.

After-School Program

HLPCS will offer a holistic and comprehensive variety of extracurricular activities after school that further the school's mission of academic excellence, language and cultural immersion.

The after-school program will be offered each afternoon that school is in session from 3:30 to 6pm, and on Wednesday afternoons from 1pm, when the school is dismissed early. The after school programs will be arranged on a quarterly basis allowing students and families to select from diverse programming on a quarterly basis. Moreover, this flexibility will allow for programs to change as the school constantly reassesses student and family social-emotional, academic and enrichment needs.

In addition to offering children facilitated activities that aid in the social and emotional development of students, the after-school program will provide enrichment in the Hebrew language and opportunities to engage with Israeli culture, through dance, music and other arts. It will also offer extended time on academic work, through Hebrew and English-language homework help.

A daily after-school program will likely include:

- Homework time, staffed by English and Hebrew-speaking teachers
- Arabic language instruction (for older students)
- Israeli or Hebrew cultural activities, such as dance, singing, language-based games and activities
- Snack time
- Outdoor or active play
- Free play in a relaxing, supervised environment

As the school population grows, both in numbers and age, we anticipate offering activities such as a reading club, team sports, music, Israeli dance, community service projects, and others. Families will be encouraged to enroll students in these activities as an enriching experience that will further develop social, physical, linguistic and creative skills.

Hebrew Summer Enrichment

For up to four weeks each August, HLPCS is considering operating a summer enrichment program, focused on intensive literacy in English and Hebrew, within a context of experiential learning. The session will be open to all students and required for all new students and those identified as needing extra support. During this time, students will be introduced to the culture and values of HLPCS so that parents and students will know what is expected of them.

A 4.e Safety, Order, and Student Discipline

HLPCS envisions the school as a learning community that treats children and adults with respect and kindness. HLPCS is committed to fostering an environment for children where respectful and appropriate behavior, characterized by mutual responsibility, appreciation of difference, and community involvement, are highly valued and core elements of the school's culture. To promote these values, HLPCS will use the Responsive Classroom approach which will create a framework for collaboration, mutual respect and community building at all levels.

In addition, and based on this foundation, HLPCS will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, HLPCS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct). We will also publish a statement of student rights and responsibilities. The HLPCS Board will develop a Student Handbook, that includes the Code of Conduct and disciplinary procedures, and staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students enroll in HLPCS. Thus students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at HLPCS.

HLPCS administrators will meet with federal and city safety officials and request that the school be updated regularly on security issues and what measures need to be put in place in order to ensure the safety of our students and staff. The school will also ensure that all administrators and designated staff are provided with step-by-step procedures for reporting and handling serious incidents that occur in close proximity to the school. Such incidents will be reported to the Metropolitan Police Department. In addition, all staff will be trained in activating an emergency response plan in the event of an emergency. The school will undertake random drills to test the evacuation plan.

The Code of Conduct sets forth the policy of HLPCS regarding how students are expected to behave when participating in school activities, on and off school grounds, and how HLPCS will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present to the staff member who imposed disciplinary sanctions,

their version of the facts and circumstances. Depending on the severity of the offense, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

At HLPCS, discipline will be considered a process. The HLPCS staff will deal with each problem individually, and for each inappropriate behavior there is a range of consequences and actions a teacher or staff member will take. HLPCS is committed to creating a place for learning in a positive, safe and orderly school environment. To maintain this environment, HLPCS will implement either the PAR school-wide Positive Behavioral Support approach to behavior management and discipline or another similar program. The PAR (Prevent, Act, Resolve) model, for example, was developed at Johns Hopkins University, and is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically, plans and strategies are developed in conjunction with a PAR facilitator to:

- Prevent the occurrence of troubling behavior
- Act, or respond to, instances of rule compliance and noncompliance in a consistent fashion
- Resolve issues that underlie or cause troubling behavior

In this model, students are encouraged to use the following steps to help them solve problems:

Stop - discontinue doing what they are doing

Talk - students are encouraged to use their words rather than hands to solve problems.

Walk - walk away from the bullying child/children

Help - children involved in or witnessing bullying or fighting should seek help from an adult

Drug Free Policy

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on HLPCS grounds. Consistent with local, state and federal law, the school will impose sanctions on students, staff members, and visitors who violate the standards of conduct, up to and including for students, expulsion and referral for prosecution, and for staff, up to and including immediate dismissal. A condition of employment at HLPCS is to abide by the terms of the statement and notify HLPCS of any convictions for a violation of a criminal drug statute occurring in the workplace. The employee must notify the school no more than five calendar days after the conviction.

A 4.f Professional Development for Teachers, Administrators, and Other School Staff

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. HLPCS's embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their success from student performance.

At HLPCS teachers will learn together. They will solve problems in teams or as a whole faculty because every teacher will feel responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of research and best practices that will help themselves and others.

The process of designing and coordinating the professional development program will be led by the Principal and the Curriculum Coordinator. These instructional leaders will work on a daily basis to embed professional development for the school's instructional staff into the life of the school, providing training and guidance in their work with all learners, including special populations of ELLs, students with disabilities, at-risk students and academically advanced students. As necessary, the Principal and Curriculum Coordinator may engage outside consultants to provide specific training to teachers.

It is important to note that the instructional leaders will have access to educational consultants from the Hebrew Charter School Center (HCSC), a non-profit organization with the mission to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide. These educational consultants will provide intensive support in the teaching of the Hebrew language. HLPCS will become a member of HCSC's growing national network of Hebrew-language focused charter schools.

HLPCS has made sound decisions in its chosen instructional philosophy, instructional approach and curricular programs. However it recognizes that no matter how carefully these decisions have been made, these choices will only lead to student success if HLPCS has talented teachers, a supportive professional learning community and astute administrative leadership. Thus, an investment must be made in ongoing teacher training and staff development.

A 2000 study by the National Staff Development Council examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action."⁵⁴ Specifically, the study found that the schools' professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results.

During the pre-opening professional development, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement.

The Curriculum Coordinator and various topic-specific consultants will present workshops to prepare teachers to work with all students, including at-risk, ELLs, and special education students. The topics that will be covered in professional development activities will support all teachers, including novice teachers and new teachers to the school.

⁵⁴ http://www.wested.org/online_pubs/modelIPD/11_thekey.shtml

Topics included in pre-opening and ongoing professional development include but are not limited to:

- Differentiating instruction through the workshop model
- Instructional strategies
- Assessing student needs and evaluating student learning
- Effective use of data in instruction
- Special education procedures and services and the IEP and its use in guiding student learning
- Working together effectively in the language integration model
- The role of the general education, Hebrew teachers, ELL teachers and special education teachers, and special service providers
- Forming partnerships with parents, cooperating teachers, and other staff members
- Analysis of the instructional environment
- Adapting instruction and adaptive technology
- Introduction and overview of curriculum materials
- Classroom management

Hebrew teachers will engage in specific pre-opening professional development around the Proficiency Approach. Professional development related to the Proficiency Approach in Hebrew language acquisition will be overseen by the Principal and Curriculum Coordinator who will be advised on a regular basis by the HCSC Director of Hebrew Educational Services.

The Principal and Curriculum Coordinator will model instruction and provide support to all teachers. Teachers will also model lessons to each other as peer-to-peer learning is powerful, fosters community, and promotes best practices. In addition, the Curriculum Coordinator will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to HLPCS.

At HLPCS, the weekly schedules for all teachers will provide for common planning time necessary for teachers to collaborate with each other. Each Wednesday will be a day of early dismissal, providing teachers with a dedicated block of time from 1pm to 4pm, to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene SSTs around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and seamless co-instruction in the language integration model among other important professional development activities. Additionally, grade level teams will choose one day per week where they have mandatory meetings for an hour and a half. This time will be devoted to planning the weekly schedule to ensure that it is fluid between Hebrew and English and to maximize instructional effectiveness in both classrooms.

Additionally, time will be set aside for a weekly faculty meeting which will be used for internal professional development such as a teacher who has specific expertise teaching the others, whole

school faculty meetings that will not infringe on teaching time, and book groups to be used as a discussion of current topics or teaching philosophies.

A 4.g Schedule of the School Day and Year

This is the typical daily schedule for kindergarten-3rd grade.

Time	English Language Day (Mon, Fri) Week 1 and (Tues, Thurs) Week 2	Hebrew Language Day (Tues, Thurs) Week 1 and (Mon, Fri) Week 2
7:30 - 8:15	Before Care & Breakfast	Before Care & Breakfast
8:15	Arrival in Classrooms	Arrival in Classrooms
8:15 - 8:45	Morning Meeting or Circle Time - Discussion of the day's activities through a morning message. Class announcements, the calendar, news and classroom issues are discussed at this time. Songs, activities or learning games are also part of the morning meeting.	Morning Meeting or Circle Time - Discussion of the day's activities through a morning message. Class announcements, the calendar, news and classroom issues are discussed at this time. Songs, activities or learning games are also part of the morning meeting.
8:45 - 10:45	English Reading (snack time) Students may work as a whole group with the teacher on a literacy lesson and/or students may work with the teacher in small reading groups.	Hebrew Instruction (snack time) Students may work as a whole group with the teacher on a literacy lesson and/or students may work with the teacher in small reading groups.
10:45 - 11:30	Specials - PE, music, art	Writer's Workshop
11:30 - 12:00	Recess	Recess
12:00- 12:30	Lunch	Lunch
12:30 - 1:30	Mathematics Activities and projects. These could be whole group, small group, centers or combinations of any.	Mathematics Activities and projects. These could be whole group, small group, centers or combinations of any.
1:30 - 2:15	Writer's Workshop	Specials - PE, music, art
2:15 - 3:10	Units of Social Studies and Science - rotated at the end of each unit. These could be whole group, small group, individual or in centers and be taught by either the teacher or a teacher specialist in these specific areas. Instruction here will be project based using	Units of Social Studies and Science - rotated at the end of each unit. These could be whole group, small group, individual or in centers and be taught by either the teacher or a teacher specialist in these specific areas. Instruction here will be project based

	inquiry skills.	using inquiry skills.
3:10 - 3:30	Ending Circle - Reflections on the day, reminders for tomorrow - pack up	Ending Circle - Reflections on the day, reminders for tomorrow - pack up
3:30 -3:40	Dismissal	Dismissal
3:45 - 6:00	After Care & After School Activities	After Care & After School Activities
Everyday, each grade’s Hebrew and English teachers will meet and review what content was covered in the other classroom to ensure that the students can bridge what they are learning in the two classrooms.		
Time	English Language Day Wednesday Week 1	Hebrew Language Day Wednesday Week 2
7:30 - 8:15	Before Care & Breakfast	Before Care & Breakfast
8:15	Arrival in Classrooms	Arrival in Classrooms
8:15 -8:45	Morning Meeting or Circle Time Discussion of the day's activities through a morning message. Class announcements, the calendar, news and classroom issues are discussed at this time. Songs, activities or learning games are also part of the morning meeting.	Morning Meeting or Circle Time Discussion of the day's activities through a morning message. Class announcements, the calendar, news and classroom issues are discussed at this time. Songs, activities or learning games are also part of the morning meeting.
8:45 - 10:45	English Reading (snack time) Students may work as a whole group with the teacher on a literacy lesson and/or students may work with the teacher in small reading groups. Center work based on the reading objectives may also been done at this time with students rotating through the centers at regular intervals throughout the time period.	Hebrew Instruction (snack time) Students may work as a whole group with the teacher on a literacy lesson and/or students may work with the teacher in small reading groups. Center work based on the reading objectives may also been done at this time with students rotating through the centers at regular intervals throughout the time period.
10:45 - 11:30	Rotation of specialists classes including PE, art & music	Rotation of specialists classes including PE, art & music
11:30 - 12:00	Lunch	Lunch
12:00 - 12:50	Mathematics Activities and projects. These could be whole group, small group, centers or combinations of any.	Mathematics Activities and projects. These could be whole group, small group, centers or combinations of any.
12:50 -1:00	Dismissal for Teacher Planning	Dismissal for Teacher Planning
1:00 -4:00	Teacher Planning/After School Activities and After Care (until 6:00)	Teacher Planning/After School Activities and After Care (until 6:00)

Arrival: Students arrive at school from 7:30am and are greeted by the Principal or other teachers.

Before Care and Breakfast: Students eat breakfast and prepare for their day. At 8:15 they are dismissed to their classrooms.

Morning Meeting: The class is welcomed by their teacher and starts the day with announcements, news, explanation of what the day will bring, and the chance for students to feel part of their class community.

Morning Instruction: Students follow the daily schedules for instruction. They spend their time primarily in a workshop structure.

Lunch and Recess: Students have time for free play and relaxation and then have lunch.

Afternoon Instruction: Students follow the daily schedules for instruction. This includes project-based activities and small group instruction.

Afternoon Meeting and Dismissal: The day ends with an opportunity for the teacher to bring the class together, share highlights, plans for the next day, and instructions. Students pack up and join the after-care program or go home.

Yearly Schedule – Year 1 – 2013-14

Please note that the HLPCS calendar will closely follow the DCPS calendar for 2013-2014 which is not yet published.

HLPCS will organize the school year calendar according to a "trimester" system with three trimesters per year: August-December, December-March, and March-June. Within each trimester, (fall, winter, spring) HLPCS will do the following:

- universal screening (as part of RTI screening)
- interim reporting in the middle of each trimester
- parent/teacher conference in the fall and spring trimester
- report cards at the end of each trimester
- IEP progress reports at the conclusion of each trimester

The year thus has a regimented schedule and is helpful for teachers and families know what is upcoming. Also in the yearly calendar are professional development days that will coincide with the DCPS calendar. Plans for professional development will be set before the school year begins and as needs arise.

194 total instructional days

August 2013

10 school days

22 July-16 August	Pre-opening Teacher Orientation and Professional Development
19	First Day of School
26	First Day of School (pre-kindergarten and kindergarten)

September 2013 **20 school days**

2 Holiday – Labor Day

October 2013 **19 school days**

14 Columbus Day - Professional Development for teachers (no School)

15 Parent/Teacher Conferences (no School)

November 2013 **18 school days**

11 Holiday – Veterans Day

21-22 Thanksgiving and Thanksgiving Break

December 2013 **14 school days**

6 Professional Development for teachers (no School)

23-31 Winter Break

January 2014 **21 school days**

1 Holiday – New Year’s Day

13 Holiday – Martin Luther King Day

February 2014 **17 school days**

7, 10 Professional Development for teachers (no School)

17 Holiday – Presidents Day

March 2014 **20 school days**

21 Professional Development for teachers (no School)

April 2014 **15 school days**

14-22 Spring Break

May 2014 **20 school days**

19 Parent/Teacher Conferences

26 Holiday – Memorial Day

June 2014 **10 school days**

13 Last Day of School

B. Business Plan

B.1 Planning and Establishment

B.1a Profile of Founding Group

The founding group of HLPCS comprises community leaders, educators and parents. Collectively they have brought their diverse skills and their deep commitment to the District of Columbia to envision and develop this plan for the Hebrew Language Public Charter School.

Some of the founders were (and still are) potential parents of the school, while others have participated in the education reform movement. All have been involved in starting community-based enterprises. Most of the founding group are long-time DC residents, all are deeply committed to the city of Washington DC and are involved in the community. As the core group has evolved, it has grown to include teachers and other experts in areas relevant to establishing a school.

*Please note that if the name is preceded by an *, it indicates that this person is a resident of the District of Columbia.*

***Bryce Jacobs**, PhD, is an educational reformer and educator, with a particular interest in family engagement and college access/equity. Dr. Jacobs is the education specialist in the education department at College Summit, an organization whose mission is to help more low income students get to and through college, and was recently a program specialist at the National Parent Teacher Association. Dr. Jacobs holds a BA in international development from Clark University, an MA in education from George Washington University and a PhD from the University of Maryland in education policy and leadership. Dr. Jacobs was a fifth and ninth grade teacher for one year each and has worked in education administration at schools in Maryland and Virginia. Dr. Jacobs brings her knowledge of educational research, education policy and equity issues to the founding group. Dr. Jacobs also speaks Hebrew fluently.

***Leah Stein** is a Special Education Coordinator and Inclusion Specialist, with an expertise in Bilingual Special Education. Mrs. Stein brings more than 10 years of experience in Special Education, Bilingual Special Education and ESOL, including curriculum development, differentiation, professional development and evaluation in the public school system. Mrs. Stein worked for nine years (2000-2009) at Francis Scott Key Spanish Immersion School in Arlington, VA and since 2009 has worked for two years at Hyde-Addison Elementary School in DC. Mrs. Stein works with multiple grades and has taught pre-school (ages 2 & 3) for one year, kindergarten for five years, first grade for two years, second grade for four years, third grade for seven years, fourth grade for five years, and fifth grade for three years. She holds a BA in Spanish Language and Literature and an M.A. ED in Bilingual Special Education from George Washington University, and holds professional licenses in Special Education, Bilingual Special Education and ESOL in the District of Columbia and Virginia.

Katina Kearney is currently in her third year of teaching Head Start at Cougar Elementary School in Manassas Park, VA. She has been working in the early childhood field for eleven years. She has taught pre-kindergarten & kindergarten and has served as a trainer, instructor, and mentor for early childhood teachers. Ms. Kearney received her Bachelor of Science in Human Development and Family Studies

from the University of North Carolina at Greensboro and Masters of Education from the University of North Carolina at Charlotte. Currently she is a student at George Mason University where she is working on a doctoral degree in Literacy and Reading and Early Childhood Education.

Dorli Bachar Satterwhite is a teacher with expertise in early-childhood immersion programs. Since 2006 she has taught in Hebrew immersion pre-schools and has experience in curriculum planning and resource development. She also has two years of experience as a lead teacher, teaching Hebrew literacy to kindergarten, first and second graders. A native of Israel, Ms. Satterwhite was a youth leader and a “soldier-teacher” in the Israeli Defense Forces where she spent two years teaching high school students subjects including Hebrew language and literature, social studies and math. She holds a B.A from the University of Maryland in Psychology and Special Education. Ms. Satterwhite brings her experience with early-childhood education, Hebrew immersion and special education to the founding group.

Barbara Straus is a long-time school administrator and teacher, with an expertise in professional development. Ms. Straus holds a BS Ed in Elementary Education from the University of Cincinnati and a M. Ed from the University of Maryland. She has over 15 years of teaching experience with fifth and sixth grades as a computer and math teacher, in Missouri and in Maryland. In 1998 Ms. Straus became the Assistant to the Lower School Principal at the Charles E. Smith Jewish Day School, where she works on school staffing, scheduling, school day and year calendars, and teacher professional development.

***Naomi O. Szekeres** is the founding partner of Pensarus, an education consulting firm that blends the best practices of financial and organizational management with education and human service delivery. Her content work has focused on Urban PK-16 Education and Workforce Development, Special Education, Education Technology, TANF and Family Support Services, and Professional Development/Training. Ms Szekeres has 17 years of experience in education, as a teacher, an Assistant Principal and now as a consultant, working with education service providers. She has led teams in the education, business, and IT arenas, managing projects and departments of sizes ranging from \$50k - \$14 million in annual revenue and has developed operations for public and private sector entities with budgets of up to \$150 million in annual spending. She holds an M.Ed. from George Washington University, and an AB Magna Cum Laude in Sociology from Harvard College. She brings valuable experience with financial management as well as knowledge of urban education systems to our founding group.

***Stephanie Schwartz** is a seasoned development professional with over seven years of experience in direct solicitations, board development, stewardship, and foundation relations. For the past 6 years, Ms. Schwartz directed the local fundraising campaign for one of Washington’s most prestigious lobbying organizations, and she is currently working as the Director of Development of the Parents Campaign at the George Washington University established so that all students can benefit from higher education. Ms. Schwartz knows that excellent schools cost money and she is committed to organizing fundraising campaigns and managing grants for the HLPCS.

***Clare Goldwater** is an educational consultant and leadership coach, with an expertise in experiential learning, non-profit management and group facilitation. A native of the UK, she holds degrees in English Literature from Oxford University (UK) and Education from the Hebrew University (Israel). Ms. Goldwater lived in Israel for many years and is fluent in Hebrew. Ms. Goldwater brings her experience

with non-profit governance, strategic planning, professional development and group facilitation to our founding group.

***Rebecca Gan, Esq.** is a graduate of the University of Michigan and the American University, Washington College of Law. A Partner at the Tyde Law Group, LLC, Ms. Gan specializes in intellectual property law and regularly volunteers at several Washington, D.C. area nonprofits. She believes strongly in language education, having taught English abroad and Hebrew in the D.C. area, and studies French and Ladino in her spare time. Ms. Gan has committed to volunteer her time to provide legal advice and submit necessary documents such as articles of incorporation and 501(c)3 documents for an educational non-profit.

***Jessica Lieberman, PhD** is a community activist with expertise in intercultural exchange and international affairs. She is deputy director of the Middle East Office of the Bureau of Democracy, Human Rights and Labor in the US State Department, where she is involved in international relations and policy development. In addition she manages millions of dollars in federal grants, and is highly experienced with all the facets of interfacing with government agencies, and in particular with grant-writing, grant management and compliance. Dr. Lieberman speaks Hebrew, Spanish and Arabic and has two young children who would be candidates for the school.

In addition to the founding group members listed above, we have created several committees comprising individuals with varied skills to develop this application and lend their expertise to the HLPCS founding group. If we are granted a conditional charter, these committees will continue to work through the planning year in order to implement the school.

Education Design Team

In addition to the instructional experts in the founding group, mentioned above, the Education Team has also included three other instructional experts.

Marva Tutt, PhD is an educational administrator and teacher, with extensive knowledge of leading instructional programs, assessment, standards and accountability. Dr. Tutt has five years of experience as a math teacher, and five additional years as Principal and Assistant Principal of elementary and middle schools. As Chief Academic Officer of the Hyde Leadership PCS she was responsible for the school's instructional program, including assessment and teacher supervision. Today she is leading the effort for educational reform in DC, as Chief Administrative Officer at Howard Road Academy PCS in Southeast DC. Dr. Tutt will be a founding member of the HLPCS Board of Trustees.

Alana Chill teaches third grade at Washington Yu Ying, a Chinese language immersion school in DC that employs the same immersion model that we will be using at HLPCS.

Sarah Werstiuk is in her fifth year teaching at Brent Elementary School in DC. She has taught Kindergarten for four years and is currently teaching first grade.

Outreach Team

Michelle Lackie, a parent interested in sending her children to the school, has led the outreach work for HLPCS. Ms. Lackie has managed our Facebook page, and our email list and has kept interested parents up to date on our progress.

Finance and Facilities Team

In addition to the finance experts in the founding group, the following people have been, and will continue to be involved in the financial and facilities planning for the school.

Tony Taylor will support business, procurement and operations. Mr. Taylor is responsible for all business and facilities operations at the Inspired Teaching School. He joined the Inspired Teaching School during its inception and worked with founding members to open its doors to the first class in August of 2011. Before joining the Inspired Teaching School, Mr. Taylor served as an appointee in the Executive Office of the Mayor for the District of Columbia. As a Correspondence Management Specialist, he acted as a liaison for District residents and District of Columbia Government agencies. Prior to his appointment at the Executive Office of the Mayor, Mr. Taylor worked on local hate crimes policy at the National Coalition for the Homeless and developed and implemented strategy that led to the passage of legislation to protect the homeless from hate crimes. He holds a BA in Psychology from American University. Mr. Taylor will be a founding member of the HLPCS Board of Trustees.

Nancy Hsiung will serve as education finance advisor to the Board. Ms. Hsiung has worked with DCPS for the past three years as a finance specialist overseeing budget and financial analysis for \$130million and 22 departments. She holds a BS in Management from MIT and an MBA from Yale.

Sarah Barak, an HLPCS volunteer, has initiated contacts with real estate developers, charter school facilities consultants and real estate companies to learn about the facilities options for HLPCS.

Paul J.O'Reilly, a real estate lawyer of O'Reilly and Mark, PC, has advised us and will continue to work with our group on facilities issues.

Steven Brannum will support financial management and real estate acquisitions. Mr. Brannum is a freelance consultant and former Senior Business Manager with Fannie Mae. He holds a BS in Mechanical Engineering from Cornell University, and an MBA in Finance from the Wharton School of the University of Pennsylvania.

Partner Organizations

HLPCS is delighted to partner with the **Hebrew Charter School Center (HCSC)**. Based in New York, HCSC is committed to supporting the growth of Hebrew language charter schools across the country. Specifically, HCSC will be providing the following support:

- Planning and Technical Assistance Grants for start-up and planning costs associated with the school's development
- Professional Development for Hebrew teachers
- Curriculum development and materials for Hebrew instruction and the related Social Studies focus on Culture and History of Israel and its Immigrant Communities
- Consulting and professional development around the Workshop Model
- Access to legal expertise in areas related to church/state issues
- Help with recruitment of teachers and school leadership
- Advice on governance and best practices of school management

We are also working in partnership with the **Embassy of Israel**, which will offer Hebrew language and Israeli cultural activities and resources to enrich the students and their families.

B 1.b Planning Process

Making the Decision to Open a Charter School

The decision to apply for a charter was made thoughtfully over the period of several years, with significant deliberation and consultation with many varied people and interests.

The initial impetus came from a group of parents and community activists who had heard of the growth of Hebrew language charter schools in other communities. These schools, particularly the Hebrew Language Academy in Brooklyn, NY and Hatikvah International Academy in New Jersey, offer a new model of public education that is focused on achieving academic excellence by means of a rigorous Hebrew language program. Inspired by these schools, founders Bryce Jacobs and Jessica Lieberman were excited to bring this model to Washington DC. They believed that it would: enrich the landscape of language-focused schools in the city; be a model of educational innovation and excellence, and offer new options for Hebrew study beyond those traditionally available.

In the fall of 2010, after advertising widely in the community, both on neighborhood listservs and through fliers, these individuals held three parlor meetings to hear feedback and recruit more volunteers. Approximately 50 people shared their thoughts and gave feedback. In addition Drs. Jacobs and Lieberman met with staff at FOCUS DC and other charter school leaders in order to gain a clear understanding of the process of applying for a school charter. They also developed connections with the Hebrew Charter School Center, a New York-based organization that is dedicated to supporting the growth of the Hebrew charter school movement. The two schools mentioned above are in their network.

Over the course of 2010, the founding group diversified and expanded, adding several new members who brought specific skills in curriculum development, language immersion, business, law, non-profit management, and fundraising. Through a series of meetings and workshops in late 2010 and early 2011, the founding group reached out to parents, teachers, and administrators to hear feedback and thoughts about the possibility of such a school. The founding group, including several interested parents, community members, and educators participated in a ½ day long visioning session led by a professional consultant. They formulated the school's mission and philosophy.

Also in 2010-11, founding group members visited the Hebrew Language Academy in Brooklyn, NY as well as Washington Yu Ying, Two Rivers, Latin American Montessori Bilingual (LAMB) and the Elsie Whitlow Stokes Public Charter School. Using information gathered during these visits, and together with bilingual educators (members of the founding group and others), and in consultation with the language consultants at the Hebrew Charter School Center, we formulated the immersion model the school would use.

To develop the educational plan and instructional strategies, we researched the most effective teaching models, curricula, immersion models and successful school reform strategies in order to narrow down our program focus. We are committed to ensuring that our program be research-based and data-driven.

In late 2011 the founding group's work was recognized and strengthened, when the organization received grant funding from the Hebrew Charter School Center, and was accepted to work on a close consultative basis with FOCUS DC.

As plans for establishing the school continue to move forward, the founding group is committed to implementing the plans contained in this application. In Section C 2.a. we describe in more detail the qualifications of the founding group members who will take on the interim roles of Executive Director and Business Officer, until permanent candidates are hired. In addition, many founding board members will transition onto the permanent Board of Trustees (more information about the Board of Trustees is in Section B2). In addition some people will be involved by virtue of being parents of students in the school. These parents will have the opportunity to engage with teachers and school staff on a regular basis, will be able to volunteer at the school, and share their opinions and insights with the Board of Trustees and with the staff. Members of the founding group will also be involved through advisory boards, and other ad hoc committees and events that occur within the school. Furthermore, the members of the Outreach, Education and Finance/Facilities Committees will continue their work until the school opens and their planning work is done.

B 1.c Corporate Structure and Nonprofit Status of the School

The D.C. Hebrew Language Public Charter School was incorporated in the District of Columbia in June 2011. Articles of Incorporation and Bylaws are attached in Section I. The D.C. Hebrew Language Public Charter school intends to submit its 501(c)(3) application simultaneously with its public charter school application.

B.2 Governance and Management

B 2.a Board of Trustees

Board of Trustees Selection Process, Anticipated Training Opportunities, and Terms of Office of Board Members

Prior to the submission of this application, the Board of Trustees, which serves the purposes of the "Board of Trustees" of a District of Columbia nonprofit corporation, was comprised of six members, four of whom were members of the founding group, joined by two others to comprise the ongoing Board of Trustees of the school. For purposes of enabling the corporate entity to engage in activities required during the pre-charter period, such members now are officers of the board. Bryce Jacobs is President, Jessica Lieberman is Vice President, and Clare Goldwater is Secretary.

During the first three years of the school's operation, we anticipate that these Board members will remain and several other founders will join the Board. This will provide strength, stability and cohesion of vision, which will be especially important in these early years. The founding group already has much of the necessary skill sets and experience to operate a public charter school including education, grant writing, fundraising, business, and law.

We are continuing the process of identifying and recruiting additional Board members. In addition to seeking members who are well connected in the community and committed to the mission of HLPCS, we are working to build relationships with potential board members who have expertise in finance and accounting, construction/facilities, curriculum development, community outreach and human resources. We are confident that we are on track with recruitment activities to build the membership of the Board in a timely manner, to meet our goal of a full and final Board of Trustees (of up to 15 members) in place by Spring 2012.

New members of the Board will be selected after a thorough investigation and discussion as to their qualifications and commitment to the mission of the school. Potential Board members have been referred through extensive networks of community activists and leaders who have heard about the plans for the school, and the founding group members have also initiated investigations into potential Board members who can contribute their knowledge and expertise.

As they are initiated into Board membership, all Board members will undergo individualized orientation to the mission, vision and goals of the school. They will meet with the founders and, if possible, visit other Hebrew language charter schools. In addition, once formed, the Board members will participate in mandatory training as a group, led by an expert in charter school governance. The training will include group introductory activities that create a sense of shared purpose and commitment; detailed introduction to the school's mission, budget and education plan; explication of best practices for Board governance; creation of sub-committees for ongoing work, etc.,

The Board will elect the officers for one, two or three-year terms. The Board may remove any officer by a 2/3 majority at any meeting of the Board.

Current Board Members

Bryce Jacobs – President of the Board

Education Specialist, College Summit

Dr. Jacobs' bio is on page 78

Jessica Lieberman – Vice President

Deputy Director of the Middle East Office of the Bureau of Democracy, Human Rights and Labor, US Department of State

Dr. Lieberman's bio is on page 80

Clare Goldwater – Secretary

Educational Consultant and Leadership Coach

Ms. Goldwater's bio is on page 79

Naomi O. Szekeres

Founding Partner of Pensarus, an education services firm

Ms. Szekeres' bio is on page 79

Marva Tutt

Chief Administrative Officer, Howard Road Academy PCS

Dr. Tutt's bio is on page 80

Anthony (Tony) Taylor

Director of Operations, Center for Inspired Teaching Demonstration PCS

Mr. Taylor's bio is on page 81

Resumes for all Board members are included in Section F.

Parent Input

The two parent representatives who serve on the Board of Trustees will be selected by the school's Parent Organization. The president of the Parent Organization will serve as the first representative. The other representative will be selected by the Parent Organization and will then be voted onto the Board, in accordance with the Bylaws.

The parent representatives will act as liaisons between the Board and the Parent Organization, sharing parent concerns, communicating with parents and actively serving as a bridge between parents and the school's governing body.

Composition, Roles and Responsibilities of the Board

The Board will be composed of between seven and fifteen members. The members will elect four executive officers: President, Vice President, Secretary and Treasurer. The President will have the power to perform all acts necessary to make effective the actions of the Board.

The HLPCS Board will be the governing body of the school. The Board will play a key role in setting the vision for the school and ensuring the school's mission is fulfilled. The Board will provide strategic direction for the school, monitor student progress and achievement of the educational goals, and nurture strong leadership. In doing so, the Board will ensure the success of the educational program, faithfulness to the terms of the school's charter, and long-term viability.

As the school's fiduciary body, the Board will oversee the financial stability of the school. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Executive Director. It will provide for an annual audit by a certified public account in accordance with all applicable law and for the establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among members, and for ensuring that members adhere to their commitments to HLPCS. The Board will also be responsible for identifying gaps in the expertise of the members and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Plans for Providing Strategic Direction for the School, Monitoring Student Performance, and Succession Planning for the Board and Leadership

The key elements of Board responsibility, as mentioned above, are:

To provide strategic direction for the school – the Board of Trustees will guide the development of the school, as it emerges with its charter in the first few years, and as it transitions to new and expanded

facilities, expands recruitment and develops into a well-established educational fixture in the DC landscape. The Board will keep the school's mission and philosophical principles in the forefront of its discussion, and ensure that these principles direct decision making and strategic growth.

The Board will ensure that adequate financial resources are available to meet the needs of the school as it grows. The Board will have ultimate authority over all financial matters related to the school, and will approve budgets and financial management. The Board will also take an active role in fundraising and advocacy for resources for the school.

To monitor student performance - The Board will ensure that student performance in all aspects of the HLPCS curriculum is meeting and/or exceeding standards. The Board will monitor student progress on a regular basis, and will ensure that school leadership takes appropriate steps to correct any issues as they arise. The Board may request information of any kind about the school from the Executive Director, who must provide that information to the Board in a reasonable time. Monitoring student performance will permit the Board not only to determine whether HLPCS is moving in its designated strategic direction but to evaluate those aspects of its curriculum that should be changed.

To nurture strong leadership, both professional and volunteer – The Board will be charged with identifying, hiring, and retaining the best leadership possible for the school. The Board will have ultimate authority over the Executive Director and will ensure that he/she is enabled to be as successful as possible. The Board will also ensure that new Board members are identified and cultivated, and that a healthy succession of new and committed Board members transition into leadership roles. It is anticipated that potential Board members will be identified through networks in all areas of DC life, and these potential Board members will take volunteer roles in the school and on Board committees, before they are formally asked to join the Board.

Accountability and the Board

With the information it receives from the Executive Director and from independent research that the Board can conduct relating to the performance of the rest of the school administration, the Board will monitor the performance of school leadership. The Board will select the Executive Director and be responsible for establishing the terms of his/her employment. The Executive Director is accountable to the Board to uphold the student performance and sound operations of a standards based school.

The Executive Director's performance will be evaluated by the Board on an annual basis, as described in Section C2d.

The Board's Role to Ensure a Demand for HLPCS

Board members are ambassadors for HLPCS. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. In the planning year before the school opens, as well as on an ongoing basis once the school is operational, Board members will take an active role in representing the school in public forums, recruiting at a range of venues and in different communities. They will engage the business community, the government and the DC community as a whole. The diversity of the Board, which will be reflective of the diversity of the school itself, will also

serve here to help reach varied populations and interest groups, who are potential families for the school. Board members will be expected to participate in community meetings, share news about the school to their networks and generally be involved in marketing and recruiting for the school.

Once the school is operational, and in partnership with school staff, the Board will continue to interface with the community to convey the accomplishments of the school and its students in order to continue to attract students from around the community.

Function of the Board versus function of the Executive Director

The Board will govern the school, but will not be involved in day to day management of the school, which will be the responsibility of the Executive Director and his or her team. The Executive Director will make periodic updates to the Board on various matters determined by the Board, including school finances, educational achievement and compliance of the school with the strategic plan set by the Board.

The differences in the roles of the Board of Trustees and the Executive Director are demonstrated by the examples below:

Board of Trustee Role	Executive Director Role
Determine the mission of HLPCS	Carry out the mission
Hire, evaluate and terminate the Executive Director	Hire, evaluate, and terminate all other staff
Participate in development of the strategic plan for the school	Participate in development and implement the strategic plan for the school
Review and evaluate and approve annual business plan and budget	Prepare business plan, budgets and information for Board review and approval
Monitor progress of programs in terms of meeting the goals and mission of HLPCS	Manage programs, staff, services and community relations
Review Board materials; be prepared to make strategic decisions	Prepare Board materials to facilitate policymaking by the Board
Establish financial policies and hire certified public accounting firm	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports

Board’s Relationship to Teachers and Administrators

The Board will hire and supervise the Executive Director, and ensure that he or she is effectively managing the team of teachers and administrators who are implementing the school’s mission. The Board will receive regular reports as to the achievement of that mission, and will delegate managerial responsibility to the Executive Director.

Some of the Board's committees will involve teachers and administrators in their work. For example, the Business/Operations Manager will work with the Fundraising Committee. The Board will provide supportive, non-managerial oversight to these staff.

Board's Relationship to Parents and Families

Once the first class of students is constituted, at least two members of the Board will be parents of currently enrolled students. In addition, the Board will make efforts to solicit the input of families, including by opening meetings to them from time to time.

Board's Relationship to Students

The Board of Trustees will be an active and engaged part of life at HLPCS. They will be regular participants and observers of classes and other school activities, and will interact in informal and positive ways with students. The Board will not have direct supervision of or prescribed interaction with students and will not be expected to field direct questions or complaints from students. Rather, the Board members will direct queries of these kinds directly to administrative staff and the Executive Director. When appropriate and as they are able, Board members may be invited to mentor students, share their professional expertise with them, and generally be involved in enriching the school environment.

B2.b Rules and Policies

Selection Process, Terms of Office, and Board Development

The Board will have an odd number of trustees, between seven and fifteen. The Board may increase or decrease its number. A majority of the Board must be residents of the District of Columbia, and once the school is in operation at least two of the trustees will be parents of students currently enrolled in the school. The Board will endeavor to have a substantial portion of the trustees be speakers of both English and Hebrew. The Executive Director will be an ex officio member of the Board and will attend all its meetings, except Executive Sessions.

When the school opens, the Board will consist of seven members, some of whom are members of the HLPCS Founding Group. Once HLPCS receives its charter and begins operations, the Board may elect new members. Members of the Board may nominate any person they believe will serve the interests of HLPCS faithfully and effectively.

The Board will look for individuals who bring the experience and expertise needed by the school as it grows from a start-up to a maturing academic institution by using the following plan, adapted from "Creating an Effective Charter School Governing Board"⁵⁵:

1. The Board will continually engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members.

⁵⁵ <http://www.uscharterschools.org/governance/>

2. The Board will link recruitment to the school's charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future Board members will need to possess in order for the Board to do its part in advancing the school plan.
3. The Board will periodically review the school's strategic plan, the performance requirements of the charter, as well as the profile of current Board's attributes, in order to identify any gap between the skills and knowledge needed on the Board, and what Board members currently possess. Based on this analysis, the Board may establish recruiting priorities, for instance increasing the number of members with the ability to raise money or who live in the community served by HLPCS.

Board members will be elected to one, two or three year terms, designated at the time of the election of each individual member. Board terms will be staggered so that an equal number of terms begin and end annually to ensure the majority of the Board remains in place in any given year for continuity

Because the Board of Trustees is so crucial to the success of the school, it is important to identify individuals who are not only appropriately skilled and committed to the mission of HLPCS, but who also understand the kind of work that will be required by board members. Accordingly, we are engaging in a process to better acquaint potential members with the school and the role of the Board as well as to evaluate such potential trustees; This will be accomplished, by inviting potential members to first work with the Board and members of the founding group less formally, such as through advisory committees, and to contribute financially and otherwise to the school. We are also in the process of identifying new board members who can contribute expertise to the school community. We are particularly looking for Board members with strong community connections, and expertise in facilities and financing.

Meetings

The Board will set its meeting schedule. It will meet at least once every six weeks, and will meet quarterly with the school community.

With respect to open meetings, HLPCS will encourage families, students, teachers, other staff and other stakeholders to attend, listen, and comment on the school's educational program by posting meeting notices and agenda on the school website, at the school, and at the meeting location if different from the school site. The dates and locations of those open meetings will be broadcast to the HLPCS community so that interested individuals will be given enough notice to attend.

Policies and Board Manual

The Board is responsible for establishing HLPCS policy, including specific policies regarding the school's educational program, financial management, student discipline, personnel, conflicts of interest, organizational performance, and other areas as mandated by federal law or that of the District of Columbia. These policies will be spelled out in a Board Manual to be approved by the Board.

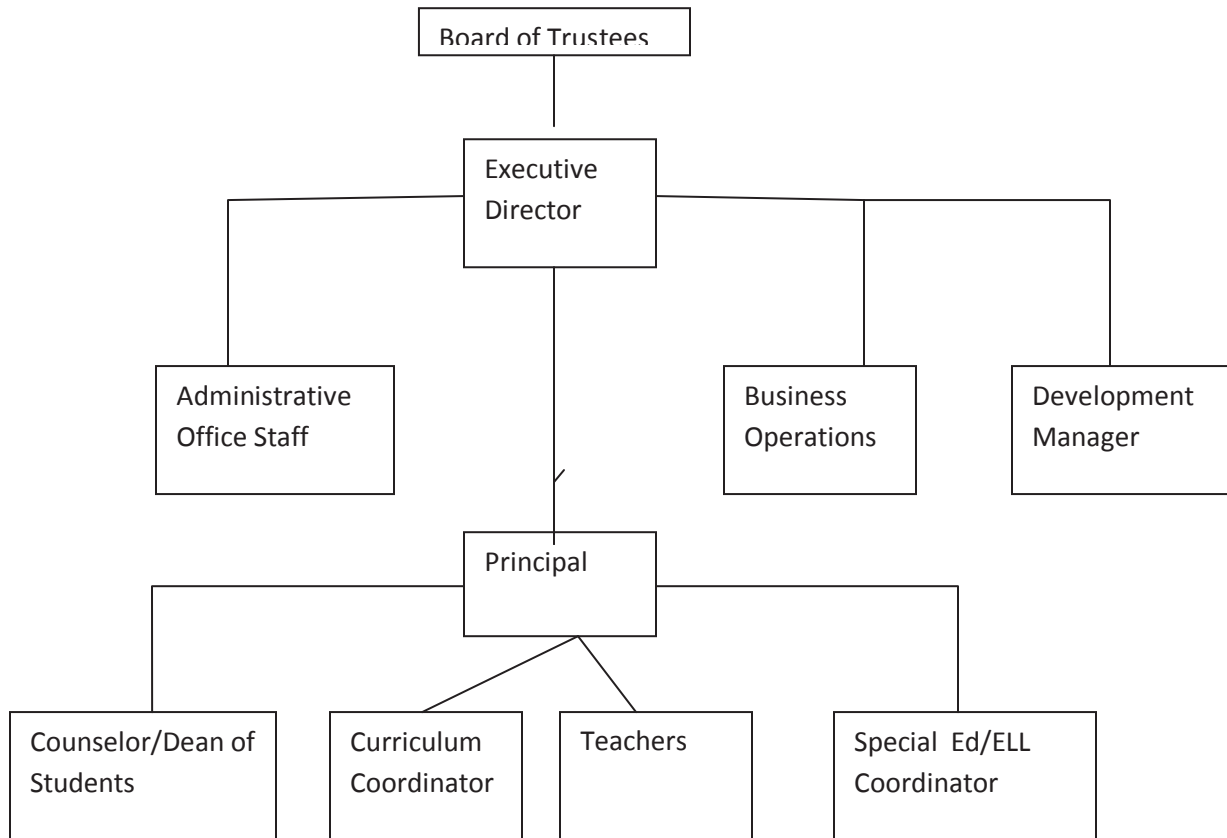
Between June 2012 and December 2012, the Board will oversee the drafting of the manual. The manual will include pupil and personnel policies, employment policies, policies for governance and operations of

the school and informal complaint resolution policies. Once completed and approved by the Board, the manual will be submitted to the DC Public Charter School Board.

The Bylaws of the HLPCS Board are included in Section F.

B 2.c Administrative Structure

The administrative team will be led by the Executive Director and the Principal. As described in the section above, the Executive Director will report to the Board of Trustees. The Principal, who will report to the Executive Director, will be responsible for day-to-day academic oversight, will be the instructional leader of the school and will be responsible for faculty development. The administrative team in the first year will also include an operations/administrative manager and a Dean of Students/Counselor.



Over the course of the next four years other administrative positions will be added. The current budget allows for a Business/Operations Manager (from Year 3), who will report to the Executive Director, and a Development Manager who will also report to the Executive Director (part-time from Year 2). The detailed staffing plan for the first five years is described in more detail in Section C2.c.

Below is an outline of the primary roles of the key administrative staff during the first five years of the school.

Executive Director (Year 1)	<p>The Executive Director will be the overall leader of the school. He or she will be committed to high levels of academic achievement for all students and for ensuring the efficient and effective running of the school.</p> <ul style="list-style-type: none"> • Communicate regularly with the Board chair; coordinate Board meetings; provide timely and relevant input to Board discussions • Ensure that overall administrative systems are coordinated • Ensure that required federal and district reporting requirements are met • Support Principal in the hiring of faculty and monitoring of faculty performance • Manage acquisition and lease of facility, and any renovations • Represent the school within the Washington DC community and among various external stakeholders; handle all public relations, including marketing • Manage the development and execution of a fund-raising plan; cultivate individual, foundation and corporate supporters • Communicate with the Family Organization.
Principal (Year 1)	<p>The Principal will be the chief educational and instructional leader of the school. The Principal will have a strong educational background with significant experience.</p> <ul style="list-style-type: none"> • Hire faculty with support of Executive Director. • Supervise and evaluate faculty • Make recommendations regarding continuing employment of teachers from one year to another • Guide the development of curricular content • Implement, in a timely manner, all mandated as well as “developed” assessments, and make sure that results are reported on time to DCPS and other agencies • Analyze assessment data to identify areas requiring improvement and lead data meetings with instructional staff to monitor student achievement and use data for instructional improvement • Ensure that families’ and students’ needs and concerns are considered and addressed on a continuing basis
Counselor/Dean of Students (Year	The Counselor/Dean of Students will report directly to the

1)	<p>Principal.</p> <ul style="list-style-type: none"> • Lead the special education team • Manage the volunteer program • Lead the Student Support Team • Counsel students • Manage two-way, meaningful family engagement. • Implement the school- wide behavior plan • Support student health, well being, and the nurturing, safe, creative environment of the school
<p>Business & Operations Manager/ Contracted Services (charter school services company for the planning year through Year 2, staff member added Year 3)</p>	<p>The Business Manager will report directly to the Executive Director.</p> <ul style="list-style-type: none"> • Develop the budget with Board and ED • Manage financial reporting; • Monitor expenditures and cash flow • Manage facilities, including lease, acquisition, renovations and maintenance • Manage payroll and benefits • Procurement of equipment, furnishings etc., • Manage IT systems • Prepare financial reports and compliance reports • Manage and develop marketing and communications materials • Assist the Executive Director with the establishment of systems, managing facilities, and other roles
<p>Development Manager (part time from Year 2)</p>	<p>The Development Manager reports to the Executive Director.</p> <ul style="list-style-type: none"> • Work with the Executive Director to execute the fundraising plan • Raise funds for the school from foundations, individuals and corporations • Write foundation and government grants; submit all required reports • Manage events as required

Family Organization

HLPCS believes regular communication among the Board of Trustees, administration, faculty and families is essential to the formation of a strong school community. To facilitate such communication, HLPCS will establish a Family Organization during the first year of operation. All parents/guardians of enrolled students have automatic membership and will be encouraged to participate in the activities of the Family Organization. While the Family Organization will not have an administrative role, a representative

will be selected to serve as a liaison for communicating with the Board’s parent members and administration about family concerns and providing periodic review of school policies and procedures.

Student Input

At HLPCS, students will be given the opportunity to influence decisions that will affect them, more so as the school grows and HLPCS has classes for older children in fifth through eighth grades. The Principal, Executive Director, and other administrative staff will be available at any time for informal meetings with students and will address student concerns and well - being throughout each school day and year.

Teacher Input

The administrative team will work closely with teachers to ensure they are supported and have the resources they need to provide excellent instruction to our students. The Principal will have an open door policy and will welcome teacher input at any time informally. In addition, there will be opportunity for teacher input during staff meetings and professional development periods. Teachers will have autonomy to create curricular materials that work for them and that are consistent with the school mission, vision and educational philosophy. If the opportunity arises, teachers may sit on committees created by the Board of Trustees.

B 2.d School Management Contracts

The school will not engage an EMO or CMO.

B.3 Finance

B 3.a Anticipated Sources of Funds

We developed our budget with the help of GoldStar, LLC. While we believe we will receive material private grants and contributions, our plan relies almost entirely on per pupil and federal funding to be fiscally sustainable. In fact, per pupil and formulaic federal funding (along with the Title Vb start up grant and NSLP revenue) comprise 98% of our year 1 and year 2 revenue. In year 2, we assume a part time development director will start, but that private fundraising will just cover her salary. Then we assume modest increases in Years 3-5 such that the local and federal sources of funding still comprise 96% to 97% of our total funding.

Revenue/Funding Source	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
01. Per Pupil Charter Payments	\$ -	\$ 1,674,457	\$ 2,241,157	\$ 3,411,223	\$ 4,619,660	\$ 5,647,590
02. Per Pupil Facilities Allowance	\$ -	\$ 368,344	\$ 501,780	\$ 762,645	\$ 1,006,250	\$ 1,243,725
03. Federal Entitlements	\$ 137,939	\$ 320,403	\$ 353,337	\$ 161,992	\$ 170,807	\$ 220,740
04. Other Government Funding/Grants	\$ -	\$ 48,967	\$ 66,557	\$ 100,940	\$ 132,902	\$ 163,930

06. Private Grants and Donations	\$ 5,000	\$ 10,000	\$ 33,475	\$ 134,479	\$ 150,000	\$ 150,000
07. Activity Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
08. Loans	\$ 74,000	\$ (74,000)	\$ -	\$ -	\$ -	\$ -
09. Other Income	\$ -	\$ 25,409	\$ 33,606	\$ 49,589	\$ 63,523	\$ 76,227
Total funds	\$ 216,939	\$ 2,373,581	\$ 3,229,912	\$ 4,620,868	\$ 6,143,142	\$ 7,502,213

Details on our assumptions for each category of funding follows below:

Per Pupil funding – Line 01 Per Pupil Charter Payments and Line 02 Per Pupil Facilities Allowance.

Our estimate for Per Pupil funding is based on the FY12 funding levels and multipliers increased by 3 percent per year. We based our staffing and other costs on the same inflationary factors for consistency.

Specifically, we assumed the foundation per pupil payment in FY14 would be \$9,489.75 and the per pupil facilities payment would be \$2,970.52 (\$8,945.00 and \$2,800.00 increased by 3 percent year over year, respectively). We did not assume any increases in the grade-level, Special Education, or LEP/NEP multipliers. Finally we assumed that we would receive the new 0.40 Special Education capacity funding, but did not assume we would receive the 0.07 Blackman/Jones or 0.09 Attorney’s fees portions for conservatism.

Below are our enrollment projections for our first five operating years. We have assumed a DC PCS average of seven percent LEP/NEP students and a special education profile consistent with the DC PCS averages for FY12, as we believe we will serve a representative sample of DC school children. We do not assume we will pick up Pre-kindergarten students for Special Education, and they are thus not included in the estimated Special Education students. OSSE released data indicating that while the overall Special Education population in the District was 11.9 percent, the percentage of 3-5 year olds identified as Special Education students was only 0.9 percent. We will certainly strive to identify special needs children as early as possible but believe that for our financial forecasting, any additional pre-kindergarten Special Education students picked up would not materially change our forecasts in that the incremental revenues and costs would roughly net out.

Grade/Profile	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
PK 4	44	44	88	88	88
K	40	40	40	80	80
1st	40	40	40	40	80
2nd	-	40	40	40	40
3rd	-	-	34	34	34
4th	-	-	-	28	28
5th	-	-	-	-	22
Level 1	3	4	5	7	9
Level 2	4	5	7	10	13
Level 3	2	2	3	4	6
Level 4	1	2	3	5	6
LEP/NEP	9	11	17	22	26
Total students	124	164	242	310	372

Federal entitlements include NCLB and IDEA formulaic funding, as well as the Title Vb public charter school start up grant. Based on our discussion of our anticipated student population in Section A1a we assumed a figure of 50 percent for Free/Reduced lunch, carrying through to both Title 1 funding and National School Lunch Program funding, as well as the per (eligible) student amounts contained in OSSE’s memo on October 13, 2011 outlining such funding. We assumed no increases in per student amounts for federal Title 1, 2a, and IDEA, but did assume a three percent yearly inflationary increase for NSLP meal reimbursements.

National Food Program category	FY12 rates
Lunch – Paid	\$0.26
Lunch – Reduced	\$2.37
Lunch – Free	\$2.77
Breakfast – Paid	\$0.27
Breakfast - Reduced	\$1.21
Breakfast – Free	\$1.51
Snack	\$0.76

Federal grant program	Amount
Title 1, Part A, per F/R pupil	\$ 886.98
Title 2, Part A, per-pupil	\$ 146.90
IDEA, Part B 611, per-pupil	\$ 204.24
IDEA, Part B 619, per-3-5 YO pupil	\$ 11.54

Line 03 Federal Entitlements contains NCLB/IDEA revenue and Title Vb revenue, while *Line 04 Other Government Funding/Grants* contains NSLP revenue (and a small amount of Healthy Schools Act revenue). The Title Vb start-up grant provides nearly all the funding for the planning year. Since the grant is managed on a reimbursement basis, we assume we will establish a line of credit to cover cash needs while we are waiting for reimbursement for each month’s Title Vb drawdown request. We plan to establish a \$100,000 line and believe we will draw on about 75 percent of it during the planning year, depending on how quickly OSSE disburses funds. We will then repay this line in full early in Year 1.

For *Line 06 Private Grants and Donations*, we assumed small amounts of fundraising from contributions in the planning year and Year 1. Below we discuss why we believe our assumptions are extremely conservative (we do not include Walton funding, for example). In Year 2 we plan to hire a part time Development Director and assume fundraising just offsets this cost for that year. In Year 3 we assume the Development Director will move to full time and will raise \$100,000 over her salary cost. Finally for Years 4 and 5 we assume \$150,000 in fundraising. In no year do we assume private grants and donations comprise more than four percent of funding.

Line 07 Activity Fees is zero because we do not anticipate before care/after care revenue. We plan to offer these services at no cost to students. *Line 08 Loans* is cash from the line of credit noted earlier and strictly covers timing differences in spending and reimbursement for Title Vb. If we receive some private grants as noted below, we may not need to draw on this line. Finally, *Line 09 Other Income* contains paid lunch sales from our families who do not qualify for free or reduced lunch (we base this number only on paid lunch, no funding from paid breakfast, snacks, or reduced lunch/breakfast).

Contingency Planning

The Board of HLPCS understands that our enrollment targets are aggressive and that despite having a large list of interested families and steadily growing support in the community, there is the possibility of

under enrollment. We also realize the PPF and federal funding levels, which provide nearly all of our funding, may be lower than assumed. And, though we believe our planning is conservative in not budgeting private grants we believe we will receive, we have planned for the possibility of additional cuts to ensure the school is financially viable.

While the magnitude of necessary cuts will be proportional to the magnitude of under-funding, the following are actions we would take to address a funding shortfall and the financial impact of such actions:

- If the funding shortfall were driven by fewer students, we would reduce the senior curricular staff, and not hire a Curriculum Coordinator. Savings ~ \$90,000.
- If funding shortfall were driven by fewer students, we would consider recovering approximately 60-70% of the costs of the after and before care programs. We would still offer these programs at a reduced rate for Title 1 students. Savings ~ \$50,000.
- If the funding shortfall were driven by fewer students, we expect Special Education costs (both our planned in-house staffing and contracted costs) to drop. Savings ~\$20,000 but could vary greatly depending on the magnitude and nature of the shortfall.
- If the funding shortfall were driven by fewer students vs. lower funding per student, we would expect lower student supplies/textbook costs, as well as lower furniture costs. We would also be able to reduce the number of computers in each classroom. Savings from the combination of these actions ~\$15,000.

In the case of a contingency, in addition to savings, HLPCS will aggressively raise our fundraising targets for foundational grants and private donations.

Five Year Budget Goals and Objectives

There are several goals for the first five years. We aim to maintain a surplus every year to ensure a steadily growing net worth that will place the school in a secure and sustainable position for the future. Similar to most start up charter schools, in addition to building operating reserves, we are planning to save to be able to afford a permanent facility by around Year 5 that will be HLPCS's home as it grows into the final grades. Our five-year plan projects accumulating approximately \$1.4m by the end of FY18 (half of this in FY18 when the school is reaching scale and is tight in the last year in its leased space).

B 3.b Planned Fundraising Efforts

HLPCS's Hebrew immersion and global citizenship focus provides a unique model and mission that will make the school appealing to corporations and organizations with similar interests. In addition we will apply in a timely manner for all federal monies to which our student population is eligible. We have already created a Fundraising Committee that is aggressively targeting potential donors, organizations and corporations. Once the school begins operation, fundraising will be directed by a committee of the Board.

If we are granted a conditional charter, we intend to immediately secure grant-writing services to begin the process of pursuing federal competitive, private and corporate foundation grants. Immediately following the submission of our charter application to the DCPCSB, we will apply for the Walton Family Foundation Charter School Startup grant of \$250,000.

Our founding group and Board include a number of individuals with significant fundraising and event planning experience, which we will employ to guide the grant application process and to undertake several planned fundraising events during the planning year. We have identified foundations that focus in at least one of the following areas: 1) education; 2) community initiatives in the DC metro area; 3) language immersion programs. We will work closely and creatively with the corporate and local business communities to identify opportunities for sponsorships of certain school facilities (e.g. library, technology center, playground, gym) and community events. We will explore opportunities for matching grants from the corporate community. We will seek to have our school listed as part of the Combined Federal Campaign, which facilitates charitable giving within the federal government workforce.

Planning Year

As shown in the table above, we anticipate that we will receive Title VB funding from the Federal Public Charter Schools Program which will be the core of our funding for the Planning Year. In addition, we have already secured a pre-submission planning grant of \$28,000 from the Hebrew Charter School Center and will be applying for their Start Up Grant of up to \$50,000 if our application is approved by the DCPCSB in order to help with launching the school. Also, the Hebrew Charter School Center offers Technical Assistance Grants which are one-year renewable grants from \$50,000 to \$250,000 to help us secure technical assistance in the implementation of our school plan with grants for professional development, recruitment, PR, fundraising, legal support, and technology. Hebrew Charter School Center also offers innovation grants for teachers and classroom materials, supplies, training, and curricular developments.

As part of the Walton Family Foundation K-12 Education Reform focus area, the foundation offers The Public Charter Startup Grant which provides grants to school founding groups during the authorization process and up to their first year of operation. The maximum amount any school can receive in startup funding is \$250,000. HLPCS plans on submitting the application for the Walton grant soon after submission of the application to the DC Public Charter School Board.

The Board committee on fundraising is responsible for this effort. This committee will create an information packet on HLPCS for corporate and foundation donor prospects; strategically target donor prospects; and identify how fundraising goals will be met by corporate sponsorships, foundation grants and individual contributions. This Board committee will be responsible for driving all fundraising efforts for the school.

Individual Giving

Founding members and interested parents have already donated small amounts of cash and a large amount of in-kind giving; we anticipate that will continue. As soon as we receive our non-profit status and

conditional Charter, we plan to start fundraising in earnest. Once the school is in operation, we will also welcome those families which are interested in doing so to make donations in cash or in-kind.

B 3.c Financial Management and Accounting

HLPCS will maintain its financial records in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school will establish financial management and internal accounting procedures with strong fiscal controls. The business manager/business operations company will be in charge of establishing the school's financial systems with assistance from the Board and with review by the Executive Director.

To mitigate cash flow and management issues associated with receiving four per pupil funding payments over the course of the year, we expect to develop operating cash reserves. We will obtain a line of credit from our bank to fund the payment delay for the Title Vb grant in the planning year, and also to serve as an additional buffer in our first operating year.

Each year the business manager/business operations company will start with a target budget including all revenues, expenses and savings targets. We will use Quick Books for everyday bookkeeping and will prepare monthly financial reports to ensure that we are meeting our budget: budget-to-actual, income/expense, cash flow and balance sheet. The business manager/business operations company will be responsible for preparing these reports and presenting them to the Executive Director.

The Executive Director will be responsible for preparing summary financial reports for each board meeting. We are considering contracting with GoldStar LLC to help with management of our financial back office, including budgeting, accounting, financial reporting (including to the PCSB) and audit support.

B 3.d Civil Liability and Insurance

HLPCS will obtain coverage for the following areas of liability, based on the recommendations of the PCSB:

- General Liability - \$1000 per occurrence, \$2000 aggregate
- Directors and Officers Liability - \$1000
- Educators Liability - \$1000
- Umbrella Coverage - \$3000
- Property/Lease Insurance – 100% of replacement cost
- Boiler and Machinery Insurance - \$1000
- Auto Liability Insurance - \$1000
- Workers Compensation – as required by law

B 3.e Provision for Audit

The HLPCS Board, through the Board's Audit/Finance Committee, will ensure the school's financial statements are audited each year and that such audit is completed in time to comply with the submission deadline to the PCSB. The Audit/Finance Committee will select a firm from the DCPCSB's approved auditor list to perform the audit and complete the school's annual tax return.

B.4 Facilities

B 4.a Identification of a Site

HLPCS intends to be located in an area that will help us accomplish our mission of creating a truly diverse educational environment, integrating students of all socioeconomic, racial and ethnic backgrounds from across the District. This means locating in a diverse neighborhood and being accessible by public transportation such as Metrorail or MetroBus.

HLPCS plans to lease an initial facility in Wards 1, 4, or 5 for Years 1-2, then move to a larger space for years 3-5, before moving to a permanent site. This will enable us to match the facilities costs with expected enrollment (and funding) to the extent possible.

In order to serve our mission, and to successfully establish the school in its first site, we have identified the following needs for Years 1-2:

- Space for a minimum of six classrooms;
- Administrative offices;
- Restrooms;
- Handicapped accessibility;
- A full kitchen or warm-up kitchen;
- On-site or convenient access to recreational facilities.

For our initial site, we are looking for a space that will accommodate 164 students. We have estimated that we will need approximately 15,000 square feet to allow for approximately 100 square feet per student. Our budget reflects an estimate of 15,000 square feet. This includes space for classrooms, hallways, and common areas. We expect to pay approximately \$25 per square foot in Wards 1, 4, and 5.

Because HLPCS has a language immersion focus, it is important that we have space for extensive literary resources in Hebrew and English. It would be ideal if this were in a separate library, though this could be incorporated into the existing classrooms in our temporary sites. We would seek more space in our permanent facility for arts, a dedicated computer lab and library, and a room for parent resources.

HLPCS has begun consulting with experts in charter school development, commercial real estate, finance, and with the District government to find a suitable facility for the first two years. Our first choice is to find incubator space through Building Hope, which would allow us to conserve our resources so we can purchase or build a permanent site once the school is established, or commit to a long-term lease. In order to explore this possibility, HLPCS has been in contact with Karl Jentoft of the Charter Schools

Development Corporation and Tom Porter of Building Hope. Both organizations work closely with DCPS, and HLPCS is interested in leasing space through Building Hope’s incubator initiative. There are two potential incubator sites in the wards in which we are looking, and we will pursue these possibilities if granted a conditional charter. Attached in Appendix A is a Letter of Support from Building Hope.

Although there have been very few options recently for charter schools seeking space in DCPS buildings, we have also spoken to Ahnna Smith, a senior advisor to the Deputy Mayor for Education. She anticipates that there will be more options in 2013, when HLPCS plans to open. We will continue to be in touch with Ms. Smith’s office.

HLPCS is aware of the competition for incubator space, so we are also exploring the option of co-locating with another school or facility, or renting a commercially available property that would require minimal renovation. We have consulted with a number of consultants and real estate brokers to help us with our facilities search. We have consulted with Josh Kern and TenSquare, a charter school consulting practice to help us navigate the facilities process. We have also spoken with Mark Brody, Senior Vice President at The Ezra Company, a commercial real estate firm, and Paul O’Reilly senior partner at O’Reilly Mark Real Estate has offered his services pro bono to help our search, identification and securing of a facility.

Timetable for Identifying and Acquiring a Site

Month	Activity
Ongoing	Site search
December 2012	Site selection
January 2013	Lease negotiation and formalization
February 2013	Architectural planning, if applicable
March 2013	Renovation out to bid, if applicable
April 2013	Selection of contractor, if applicable
June 2013	Completion of renovation
July 2013	Occupation by HLPCS

B 4.b Site Renovation

HLPCS has not yet identified a site.

B 4.c Financing Plans for Facilities

HLPCS plans to lease facilities for the first five operating years. Our first preference is incubator space, as we would pay on a per-pupil basis and thus would not have to lease a building larger than we need during the first year of a given lease to accommodate student growth in later years. However, we have budgeted for a leasing commercial space, assuming one facility for the first two years, and a second for years three through five.

If we are able to obtain incubator space, we believe the cost would be 90% of our per pupil facilities funds each year, paid on a schedule that would not require outside financing since we would receive 25 percent of the facilities funds in July and the remaining 75 percent in October. During the time in the incubator space we would be saving to be able to put equity into a purchase transaction, or a long-term lease with renovations, during year 5. Despite our current forecasts with commercial space that have highly disadvantaged costs per student in years 1 and 3, we still accumulate \$1.4m over five years and would thus have approximately \$1m in equity to put into a transaction for a facility to house the program permanently. With incubator space, this figure would be higher.

The school has a bank account and has started to build a record of sound financial management and a credit history with our already received \$28,000 in seed grant funds. This track record and initial credit history will help in the acquisition of credit—in general and for facilities. We do plan to fundraise; from individuals, foundations, and corporations, and part of these funds will help cover facilities costs (though we do not rely on such funds to make our budget fiscally sustainable).

Our budget assumes we can cover approximately \$31/sf for rent and occupancy costs in the first year (this figure grows with inflation). We are searching for commercial space where this figure covers our costs, including any leasehold improvement costs that we would try to have rolled into the lease payments. If we are required to pay for leasehold improvements up front, we would work to obtain a larger line of credit than currently anticipated or a term loan with our banker. We would also seek financing, credit enhancements/guarantees, or grant money from OSSE and financing or credit enhancements from Building Hope and Charter School Development Corporation. Depending on the size and timing of the deposit required, we would also fund this with a loan, line of credit, or donation/grant funds.

B 4.d Building Maintenance

We will contract with appropriate maintenance staff and firms to clean the facility nightly and for special projects on an as needed basis. The facilities committee of the Board will develop a month by month checklist of inspections necessary to ensure that applicable codes and standards are continuously met. We will be sure to follow any applicable requirements for competitive procurements under the DC School Reform Act.

B.5 Recruiting and Marketing

B 5.a Outreach to the Community

The school will appeal to a racially, ethnically, and socioeconomically diverse student population by engaging in targeted and varied outreach efforts. Building strong ties to the community is a pillar of the school's foundation. Our outreach plans will publicize the school and build partnerships in the community so that we can better serve our students and community. Our goal is to introduce the school as broadly as possible. We understand that HLPCS is offering an educational program that is unfamiliar to most people, and we fully intend to reach out widely to introduce the vision of the school and to educate all sectors of the community: families, business leaders, religious leaders, community activists etc. that this is a new program from which they can benefit.

Before opening, the Executive Director and Board will engage in a broad-based plan of introducing themselves and the school. Through meetings and presentations they will explain the benefits the school offers to the diverse racial, ethnic, and socioeconomic population in its surrounding communities. The Executive Director and Board will reach out boys and girls clubs, area preschools, neighborhood associations and community groups that work with students and children such as the Latin American Youth Center and For Love of Children.

Once open, the school is committed to developing ongoing relationships in the broader community and neighborhood in which the school is located. To this end, each year the school will develop a calendar of outreach events and recruit a group of parents and volunteers to staff each event. These events will likely include Israeli cultural events (for example, an Israeli movie and music festival, Israeli food fair), opportunities to showcase student successes (end of year concerts and performances) and events of broad community interest (health fair, career nights, holiday celebrations, used book and game sales). If funds allow, the school will remain open after hours for members of the community to use computers and attend workshops. We will partner with local institutions, such as libraries and public health/medical/dental clinics, and will make connections with local experts on a variety of topics, inviting them to come and lecture on issues relevant to both the school community and the community at large.

We also hope to provide Hebrew language classes to adults after school hours.

Presentations at Community Meetings

We will attend gatherings in local institutions and organizations, such as recreation centers and ANC meetings, to make brief presentations during open forums about the school's intent to provide an innovative educational choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available for their constituents and families.

B 5.b Recruitment of Students

Recruitment for the school has already started, even though the school is still in the planning stages. In coming to a decision to apply for a charter we conducted community meetings and informal surveys to gauge community interest and this led to the development of a list of approximately 100 interested families who are already connected to the founding group and who will serve as the core for future recruitment.

We are aware that a comprehensive recruitment plan is necessary to ensure that we reach the ambitious enrollment targets that we have set. We know that there is an increasing number of public charter schools available, particularly at the elementary level and in Ward 1. Therefore, a strong effort will be required to introduce HLPCS to District families and to emphasize the benefits of the language immersion program. Particular attention will be paid to introducing the Hebrew language element of the program to families, including those for whom English is not the primary language and who might not ordinarily consider a Hebrew immersion curriculum for their children. Evidence of young children's capacity for acquisition of second and third languages will be emphasized.

The recruitment process will be an extension of broader community outreach efforts described in the previous section, which are already producing significant interest in HLPCS among area families.

In-Person Information Sessions

Meetings, appearances and presentations are the best way to meet interested families. HLPCS staff and Board members will conduct information sessions/presentations at a variety of locations in targeted wards, as detailed above, to inform prospective families of the plans for the school and opportunities for enrollment. A translator will be on site when appropriate. We will also staff information booths at grocery stores and shopping areas to distribute information (in Spanish and English) about the school.

Social Media

Using social media is a highly effective and cost-effective way to raise the profile of the school and reach neighborhoods and communities that are targets for recruitment. Excitement can be generated and information shared through networks and word-of-mouth, and can be an excellent way to introduce the school widely. In order to reach prospective families through social media, the school will launch a website soon after a conditional charter is approved, that will provide detailed information about the school's instructional model, and will include contact information for families seeking more information. The site will also provide contact information for school representatives who are fluent in Spanish. Additionally the school will publicize itself on various parenting and educational listservs in the community. The school already has a Facebook page⁵⁶ and is gathering supporters who "like" it.

⁵⁶ The school's Facebook page can be found at: <http://www.facebook.com/#!/pages/DC-Hebrew-Language-Charter-School/220939677930924>

Local Media

Print and radio advertisements may be employed throughout the District to ensure that a diverse array of families who may have an interest in a language immersion program for their children have an opportunity to learn about the school and submit an application. Local media outlets will be contacted and invited to the planned community events.

Print Materials

To support all the above, we will distribute flyers in English and Spanish that will invite community members to meetings and outline the school's mission and vision at various locations. These locations will include DC libraries, daycare centers, family centers, recreation centers, local grocery stores, and restaurants.

As many of the surrounding area's charter schools are oversubscribed, we hope to build a partnership with them to make sure every child has excellent educational opportunities. We have positive working relationships with staff and founders of Yu Ying, Elsie Whitlow Stokes and Two Rivers Schools.

McKinney-Vento Homeless Assistance Act

HLPCS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. HLPCS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which will include a District standard contact number to access additional information regarding enrollment.

Admission Process and Enrollment

HLPCS will have open enrollment. If by the enrollment deadline more students have applied than there are spaces available, a lottery will be held to determine admissions. Those not selected in the lottery will be placed on a waiting list. Siblings of students already enrolled in the school will be given an admissions preference. Families will be notified immediately of the results of the lottery. Families of students who are offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet, which will include important demographic and educational information about their child. Each family will be required to attend an individual or small-group orientation meeting with school leaders. This will be an opportunity for us to demonstrate our commitment to meeting student needs and for families to understand the mission and vision of the school.

In the case of under-enrollment we will put into place the contingency plan discussed earlier in this section. Additionally, hiring contracts will be contingent on adequate enrollment and a continued period of recruitment will be implemented in April and May 2013 in an effort to increase enrollment.

Timeline to Guide Our Outreach and Enrollment Process

Ongoing through June 2012	Contact potential community partners, generating interest through listservs, informal discussion, develop community partnerships
April 2012	Develop and print publicity and recruitment materials
April 2012-April 2013	Present to community centers, religious organizations, and libraries in target wards
September 2012-March 2013	Distribute information through partner organizations. Staff informational booths at key grocery stores and shopping areas. Ongoing advertisement in local media and neighborhood listservs.
January-April 2013	Application collection. All applications due April 11
April 18, 2013	Public lottery if needed. Notification of lottery results mailed.
May 12, 2013	Enrollment confirmation and enrollment packets due; orientation meetings scheduled

B 5.c Future Expansion and Improvements

Five-Year Enrollment Targets by Grade Level and Special Needs

Grade/Profile	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
PK 4	44	44	88	88	88
K	40	40	40	80	80
1st	40	40	40	40	80
2nd	-	40	40	40	40
3rd	-	-	34	34	34
4th	-	-	-	28	28
5th	-	-	-	-	22
Level 1	3	4	5	7	9
Level 2	4	5	7	10	13
Level 3	2	2	3	4	6
Level 4	1	2	3	5	6
LEP/NEP	9	11	17	22	26
Total students	124	164	242	310	372

As outlined in the table above, in the first year, the school will enroll a total of 124 students in pre-kindergarten, kindergarten and first grade. In Years 1 and 2 each grade will consist of two classes. In Year 2 the school will add a second grade of the same size. We have already noted in earlier sections of the application that an educational decision has been made that, due to the rigors of a language immersion program, we do not intend to admit new students after second grade. We recognize that, even in the most attractive and successful of schools, there is attrition of students (we have anticipated a 15% rate per year) and because we do not intend to admit new students above grade 2, we have decided that from Year 3 the school will expand to four classes per grade, starting in Pre-kindergarten, which will then roll through as the earliest cohort advances. Due to attrition, we anticipate dropping back to just two classes of the upper

grades in the out years at steady-state. We believe that this strategy will ensure that the school remains financially and educationally viable over time.

The enrollment figures above are estimates, which will be affected by developments related to facilities, funding and the level of interest for enrollment. We will put forth a vigorous effort for student and faculty recruitment and retention, throughout the growth period and after. As detailed in the budget projections, the school will add staff and resources to accommodate the needs of all students and the school program. We anticipate that staff, curriculum, materials, and equipment will increase in proportion to the growth of our student population.

C. Operations Plan

C1. Student Policies and Procedures

C 1.a Timetable for Registering and Enrolling

If HLPCS is approved for a charter, the following timetable for registration and enrollment will be followed:

June – July 2012	Develop student application and recruitment materials
September 2012	Publicly announce application and enrollment procedures including lottery date, active recruitment. Launch of enrollment process
September 2012-April 11, 2013	Application collection. All applications due April 11
April 11, 2013	Final date for applications due
April 18, 2013	Lottery
Week of April 22, 2013	Announce student selection, including students on waitlist (as appropriate)
May 12, 2013	“Intent to Enroll” forms due
June 1, 2013 and ongoing	Any remaining open slots filled according to waitlist
May-June 2013	Families complete registration information; family/school conferences, verify residency, collect information on special needs students
July 2013	Family Orientation 1
August 2013	Family Orientation 2
September 2013	School year begins

McKinney-Vento Homeless Assistance Act

HLPCS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless person and each homeless child has equal access to the same free, appropriate public education as provided to other children. HLPCS will include specific information in outreach materials, websites, at community meetings, open forums, and regional center meetings, notifying parents that the school is open for enrollment and will provide services for all students which will include a District standard contact number to access additional information regarding enrollment.

C1.b Policies and Procedures for Selection, Admission, Enrollment, etc.

Eligibility for Enrollment

Any student who is a resident of Washington DC is eligible to apply for admission to HLPCS for their grade level. It is expected that the HLPCS population will reflect the racial, ethnic and socioeconomic diversity of the District. HLPCS will operate an open and accessible enrollment process, promoting the

school as an option for families from diverse environments in which students of all backgrounds are welcome. Prospective students will be considered without regard to aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, sexual orientation or any other basis prohibited by law. All applicants must submit a completed, signed application with proof of DC residence.

If more students apply than there are spaces available, random lottery will be the basis for selection of students as well as the selection of those placed on waiting list. HLPCS will send waitlisted students confirmations of their standing and invitations to enroll as student slots become open. The waitlist is valid for one year and shall expire annually at the lottery drawing following the next year's enrollment period year. If, and only if, slots remain unfilled, students from outside DC may be admitted; these students would be required to pay the applicable annual tuition as set by OSSE. However, HLPCS will not advertise to nor actively recruit any students from outside the District. If the school is under-subscribed at the end of the enrollment period, HLPCS will continue its recruitment campaign with rolling admissions on a first-come-first-served basis until capacity is reached.

Siblings of enrolled students will be given preference. Solely to the extent permitted by the DC School Reform Act, HLPCS will provide a limited preference in admissions for children of the founding board; HLPCS will develop policies for administering this preference in close consultation with the DC Public Charter School Board.

Due to the rigors of a Hebrew language immersion program, HLPCS intends to have open enrollment only through second grade and accept no students in upper grades.

Enrollment and Tuition for Nonresident Students

As noted above, students who are not residents of the District of Columbia may enroll at HLPCS after all District residents who wish to attend have enrolled. Nonresidents will pay tuition as set by OSSE.

Other Requirements Upon Enrollment

Once a family has been admitted into the school, and before the student can start school, families will be required to do the following:

- Attend a family orientation session (individual or group, more details in Section C4d)
- Sign an agreement committing parents/guardians to support their child's education to the best of their ability, to communicate effectively with the school regarding their child and to be an active participant in the school community
- Provide appropriate proof of DC residency, following the OSSE guidelines
- Submit proof of student immunization
- Submit Home Language Survey (if applicable)
- Confirm status as other primary caregiver (if appropriate)
- Submit student educational records, including results of any screenings/assessments or documentation of special service documents such as IEPs or 504 plans. An informal child study meeting will be conducted by school staff to decide whether current IEP goals are appropriate, or whether a new IEP needs to be developed. Accommodations, adaptations and supports will be

devised to ensure that students with special needs are afforded a free, appropriate education in the least restrictive environment at HLPCS.

Withdrawal

A student may withdraw at any time during the school year. HLPCS will make every effort to conduct an exit interview with the family in order to determine the reasons the student is leaving. It will be part of the school culture to facilitate the discharge process as requested by the family and support the child and family during the transition. Information gained from the exit interview will be documented and shared with staff in order to address any school shortcomings that were the reason for a student's departure.

Suspension and Expulsion

HLPCS is committed to fostering an environment for children where respectful and appropriate behavior, characterized by mutual responsibility, appreciation of difference, and community involvement, is highly valued, and a core element of the school's culture. These values will be reinforced at recruitment meetings, the family orientation meeting, and subsequent family / teacher meetings. Once the school opens, these values will be infused throughout the culture of the school and will be reinforced on a daily basis, using the Responsive Classroom model, as described in more detail in Section A4.a. This model is designed to obviate discipline problems by developing a safe, nurturing environment in which all learners may flourish.

However, in order to address behavioral expectations, and the consequences for non-compliance, and in order to provide a safe, nurturing and appropriate environment that is conducive to learning for all, HLPCS will develop a Student Handbook. The Handbook will contain, among other things, a Code of Conduct and disciplinary policy that clearly defines expected and prohibited behavior and the consequences of not meeting the expected behavioral standard. Students whose behavior does not meet the clearly defined standards will not be allowed to disrupt the education of their fellow classmates. In extreme cases, where all other intervention measures have been exhausted, sanctions for violating the code of conduct will include suspension and expulsion.

All students will be treated equitably and fairly in compliance with all relevant laws. HLPCS will be consistent in how it addresses disruptive behavior and all teachers will be trained to handle disruption in a consistent fashion. Disruptive and inappropriate behavior will be managed in a proactive manner, and teachers will employ phone calls and email, family teacher conferences and counseling to develop child-specific plans with action items for both teachers and families.

As mentioned in Section A4.e, in order to create a structure for dealing with behavioral standards and the consequences for not meeting them, HLPCS will implement either the PAR school-wide Positive Behavioral Support approach to behavior management and discipline or another similar program. The PAR (Prevent, Act, Resolve) model, for example, was developed at Johns Hopkins University, and is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline. Students will be encouraged to see themselves as accountable to the whole school community and not just to the Executive Director or Principal.

Through the combination of a safe and peaceful school environment (which is designed to pre-empt inappropriate behavior), ongoing family communication and engagement, and the combined involvement of the Principal and school counselor, HLPCS anticipates that most students will overcome problems in this area. If inappropriate behavior continues, families would be informed in writing that further instances of inappropriate behavior will result in suspension. Readmission may occur after counseling and a family-teacher conference. Infractions could include such things as bringing drugs or weapons into the school, and will be outlined in the student handbook. Students will be provided with learning materials and educational activities while they are suspended. Further infractions following readmission may result in expulsion. Students and their families will have the right to appeal a suspension or expulsion decision to the Board of Trustees.

The rights of HLPCS students with IEPs or those in need of a review for IEPs, are governed by the 1997 amendments to IDEA concerning the suspension or expulsion of students with special education needs (20 U.S.C Section 1415, subsection K). HLPCS will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

Development of Student Policies

The Executive Director and Principal will prepare student policies and procedures early in 2013. The policies and procedures will be approved by the Board of Trustees. Upon finalization the policies will become the Student Handbook that all faculty, staff, families and students will receive before school begins. Students and families will be introduced to the Student Handbook at the Family Orientation Meeting and will be regularly referred to its contents at Back-to-School night, parent/teacher conferences and school assemblies.

C.2 Human Resource Information

C 2.a Key Leadership Roles

Once a conditional charter is granted, the HLPCS founding board will hire the administrative leadership of the school, as outlined in Section B2c. In the interim, the school will be led by the following founding group members and other experts.

Executive Director/Principal

The Interim Executive Director/Principal is founder, **Dr. Bryce Jacobs**. She is leading the effort to open the school. Dr Jacobs brings varied and relevant experience to this role. As a classroom teacher for two years and in school administration for two years, she understands the nature of a school environment and what must be done to improve educational outcomes. Currently at College Summit, an organization whose mission is to help get more low income students to and through college, Dr. Jacobs manages a Bill and Melinda Gates Foundation funded project, providing professional development to school and district staff on using data for performance improvement. In addition she has rich experience with family and student engagement, has managed student enrollment, community engagement, youth programming, and

worked in the DCPS Office of Family Engagement. She developed and managed a family engagement project for families in urban areas for the National Parent Teacher Association. Administratively, Dr Jacobs has managed budgets, staffing and supervision of teams of varied professionals, and has experience as a board member of several non-profit and start -up organizations. Dr Jacobs has the combination of leadership skills and a deep knowledge of educational best practices, as well as wide familiarity of the language immersion model that the school will use. She is also fluent in Hebrew. As interim Executive Director she will coordinate all aspects of the charter implementation, including hiring the rest of the staff, managing the plans for the facility, and recruitment. She will be responsible for implementing the plan, as detailed at the end of this section, in section C1.a.

Curriculum Leadership

Until the Principal is hired, HLPCS will utilize the support of the Hebrew Charter School Center, whose experts will start development of the curricular plan, for the teaching of both English and Hebrew. Shlomit Lipton, Director of Hebrew Educational Services at HCSC, and Hindie Weissman, Director of Curriculum and Instruction at HCSC will be key supports as the school begins.

Shlomit Lipton was the Hebrew Studies Coordinator at The Rashi School, Boston, from 1996 to 2008, where she taught Hebrew at all levels. She was Assistant Head of The Rashi School from January 2001 to June 2003 and also Interim Head of the School. She taught Hebrew at Prozdor high school for three years and was a consultant in the development of the Hebrew curriculum *Haverim B'Ivrit*. In Israel, she taught English in grades 4 through 12 at Kibbutz Kabri. Ms Lipton studied Foreign Language Instruction at Oranim Teachers' College, affiliated with Haifa University and holds an M.Ed. specializing in Reading and Language Arts from UNC-Chapel Hill.

Hindie Weissman has been an educator for 30+ years--working in some of the poorest congressional districts in the nation, providing direct instruction, professional development and mentoring to both instructional and supervisory staff. She is a graduate of Hunter College and holds a Master of Science degree in Education with a specialization in Developmental, Corrective and Remedial Reading. Ms. Weissman has provided customized consulting services to schools from New York City to Israel in the areas of instruction, data analysis, assessment, school climate, classroom management, test preparation, parent involvement, grant writing and goal setting. In addition to designing comprehensive instructional models for charter schools, Ms. Weissman spearheaded the Moriah Fund's educational initiative in Netanya, Israel, where she brought the strategies of balanced literacy to teachers at schools with large Ethiopian immigrant communities. She also authors and edits professional materials for Scholastic Books. Board of Trustees member, **Dr. Marva Tutt**, Chief Administrative Officer at the Howard Road Academy, who has extensive curricular and teaching experience (see bio in Section B1a), will also serve in an advisory role as needed.

Business Officer

Before the school is open, the financial responsibilities of the school will be fulfilled by **Naomi Szekeres** (see bio in Section B1a). She will work with the Executive Director and Board of Trustees to develop finance-related policies, develop the budget, manage financial reporting and monitor expenditures and cash flow. Ms Szekeres has formal training in management, and consults in the area of financial best practices. She has managed budgets for a range of institutions and businesses, and knows the educational arena extremely well. In addition, during the planning and initial operating years we anticipate needing additional business management support. GoldStar Group LLC will support HLPCS with financial back

office operations including budgeting, financial reporting, audit support and payroll. As soon as possible, the interim Executive Director will hire an administrative assistant to help with these responsibilities.

Legal Counsel

Rebecca Gan, Esq., and **David Weiss**, Esquire are already generously providing legal counsel on a pro bono basis and will continue to do so until the school opens. Rebecca Gan is a partner at Tyde Law Group, LLC and has provided legal counsel to several D.C. area and national nonprofits in the areas of nonprofit formation, corporate governance, ethics, and intellectual property. David Weiss is in-house employment counsel for the American Stock Transfer & Trust Co., LLC. David has broad-based corporate and labor and employment law experience. Ms Gan and Mr Weiss have been assisting HLPCS with its nonprofit formation, preparing and filing necessary documents with the District of Columbia (articles of incorporation, corporate bylaws, occupation permits, D.C. tax registration) and preparing the charter's 501(c)(3) application and attendant D.C. corporate filings (D.C. tax exemption and D.C. charitable solicitation license). Additionally, Diana Savit, Esquire Esq., founding partner of Savit & Szymkowicz, LLP has also offered her assistance. Diana's civil practice firm, with offices in Maryland and D.C., has represented several D.C. charter schools. Diana specializes in special education and disabilities law.

C 2.b Qualifications of School Staff

The founders of HLPCS are well aware that it is crucial to hire the right combination of professional staff at all levels, in order to meet the goals of the school. We will set high standards for all school staff, both in terms of experience and academic qualifications, as well as personal qualities that serve and further the school's mission.

Executive Director

As the overall leader of the school, the Executive Director will have the following qualifications:

- Demonstrated experience (at least 3 years) in organizational leadership, including human resources management, finance and budgeting, and governance
- Excellent communication skills, both oral and written, and the proven ability to motivate and connect to diverse communicators and stakeholders
- Successful track record of building relationships with, and securing donations from, a variety of public and private sources
- Demonstrated commitment to educational innovation, and particularly to the values of the school including the school's language immersion focus
- Masters degree (at least) in a field related to the role (MBA, education, non-profit management, or other related field)

Principal

As the leader of the academic and instructional components of the school, the Principal will have the following qualifications:

- Minimum of a Bachelor's degree (Masters degree is preferred)

- At least 3 years of experience as a classroom teacher (preferably in at least 3 grade levels relevant to the school), with preference given to teachers with experience in language immersion and the workshop model
- At least 3 years experience in educational administration
- Demonstrated knowledge of curriculum development, including experience with a variety of curricular materials and instructional resources and knowledge of best practices regarding assessment, differentiated instruction and other core elements of the school's instructional plan
- Demonstrated creativity in educational instruction
- Commitment to language immersion and the Proficiency Approach to language acquisition
- Administrative skills, including, but not limited to, organizational, fiscal, public policy and total quality management skills and techniques
- Proficiency in analyzing school data
- Demonstrated effective use of group processes and facilitator skills
- Ability to establish priorities and manage budgets and allocate resources
- Knowledge of education trends and best practices

Curriculum Coordinator

The curriculum director will report to the school Principal and support the school's instructional staff by providing coordination and support for learning programs and activities. The curriculum director will research and develop curricular materials and resources for teachers. The curriculum director will also train teachers on how to improve their instruction through the use of materials and resources. The curriculum director will have the following qualifications:

- Minimum of a Bachelor's degree (Masters degree is preferred)
- At least 3 years of experience as a classroom teacher (preferably in at least 3 grade levels relevant to the school), with preference given to teachers with experience in language immersion and the workshop model
- Demonstrated knowledge of curriculum development, including experience with a variety of curricular materials and instructional resources
- Demonstrated creativity in educational instruction
- Knowledge of technology integration preferable
- Working knowledge of HLPCS chosen curricula such as *Investigations*, *Social Studies Alive!* and with the proficiency approach to language learning
- Experience coaching or mentoring teachers in their classrooms
- Proficiency in Hebrew language

Business/Operations Manager (beginning in Year 3)

The Business/Operations Manager will be responsible for managing the school's business and financial operations including accounting, budgeting, internal controls, facilities management, vendor management, and related tactical and strategic operational duties. Beginning in Year 3, when the Business/Operations Manager is hired, he or she will have the following qualifications:

- Minimum of a Bachelor's degree and/or professional certification in a relevant field (accounting, business/finance, management)
- MBA preferred

- At least 3 years of work experience in management, logistics and business management
- High levels of flexibility, organizational skills, and a demonstrated ability to problem-solve, multi-task and improvise in a highly dynamic environment
- Knowledge of the OnCourse student information system, or similar system and familiarity with the appropriate software and technology relevant to the position
- Knowledge of local and federal laws regarding school management and compliance
- School experience will be preferred
- Experience managing accounting, finance, operations and marketing in a successful business

Teachers

Our standards for teachers will meet or exceed No Child Left Behind requirements for Highly Qualified Teacher status in the District of Columbia. The qualifications the school will use to hire teachers are:

- Minimum of a Bachelor's degree
- Proof of content and pedagogical expertise. Experience with the workshop model, the Proficiency Approach and experience in language immersion schools will be preferred
- Hebrew-speaking teachers must be native speakers of the language, or speak at native level

Other educational professionals, including the counselor, literacy and math specialists, special education teachers, ELL coordinators, and others, will have appropriate qualifications for their roles in the school. We also will seek highly experienced assistant teachers who have completed an undergraduate degree and are highly motivated to support our teachers and students in the classroom. All faculty members, once hired, will be required to participate in appropriate training including immersion methodology and the workshop model.

In addition to the qualifications for each position listed above, all faculty and staff at HLPCS will be required to be full participants in this innovative educational venture, and as such they will be expected to: demonstrate commitment to the mission of the school, particularly the focus on academic excellence, diversity, and Hebrew immersion; bring enthusiasm and passion for the hard work of opening a school, and; demonstrate a capacity for hard work, resilience, and problem-solving.

Employment at HLPCS will be contingent upon a clean background check, which will be conducted by a private firm with national search capabilities, contracted by the school. Proof of the background checks will be kept on file at the school.

Recruitment Strategies

The founding board plans to continue the process of recruiting an Executive Director. The team will be posting announcements domestically and internationally for the position and is working in conjunction with the Hebrew Charter School Center which will help our founding group post on appropriate education list serves, boards etc.

Because many of the qualified applicants may not live locally, the team has decided to wait until a conditional charter is granted before conducting the interview process and offering the position to a candidate.

HLPCS understands the challenge of recruiting qualified teachers, but is committed to finding the most qualified candidates.

In particular, to identify and recruit Hebrew-speaking teachers, we are beginning to build a bank of interested teachers and have contacted the Israeli Embassy and affiliated institutions, which help send educators to US schools. After we receive our conditional charter, we will accelerate this search by advertising nationally and locally, as well as in Israel, and post our positions at local colleges and universities.

For the English-speaking teachers, we will make a particular effort to recruit a diverse teacher population, reflective of the diverse population of the school and city.

C 2.c Staffing Plan

The staffing plan for HLPCS, including in the planning year, is outlined in the chart and accompanying narrative, below.

Planning Year

HLPCS is in the midst of a search for an Executive Director with the intent of bringing the successful candidate on board on a contract basis by July 2012. During the planning year, the Executive Director will recruit and hire the Principal, who will ideally be hired by January 2013. Other teachers, and school administrators, will ideally be hired before early summer 2013.

Years 1-5

From opening, the staffing plan is as follows:

Administration

HLPCS will start with a senior leadership team comprising an Executive Director and Principal from Year 1. In addition, there will be an Operations Administrator, who will work with the Executive Director on many of the administrative, reporting and operations-related tasks. We plan to hire an experienced charter school services company for most of the financial back office support, early in the planning year. The school will hire a full-time Business/Operations Manager in Year 3. Also, in Year 2 we will hire a part-time Development Director to establish and manage an infrastructure for increased fundraising.

Classroom Staff

Based on the language immersion model that the school will be implementing, and as described in the Education Plan, during year one and year two of the school, each grade will consist of two classes, and share two teachers, one English-speaking and one Hebrew-speaking, as well as one assistant teacher, who will split her time between the two classrooms. From Year 3 onwards, the school will expand to include four classes, using the same language immersion structure. Over the course of a two week period, the students will receive equal amounts of teaching in both languages. Each pre-kindergarten/ kindergarten

class will be staffed by two teachers. When finances allow, in Years 4 and 5 we will expand the number of teaching assistants to allow each classroom to have an assistant.

Curriculum Coordinator

From Year 1 the school will hire a Curriculum Coordinator, who will have responsibility for ongoing curriculum development, in both English and Hebrew, and for ensuring and monitoring all aspects of student's academic performance.

ELL Coordinator

In Year 1 the ELL students and the special education students will be monitored and served by a single coordinator who will be certified in both areas and will be fluent in Spanish. This teacher will lead the Student Support Teams, and provide support to families and classroom teachers to ensure that student needs are met. The ELL/Special Education Coordinator will work with the each grade level teaching team (two teachers – one Hebrew-speaking and one English-speaking, and a teaching assistant) to train them to provide the appropriate differentiated support that the ELL and special education (and other) students may need. The workshop model that the school is using as the core of its instructional methodology is well suited to this strategy. From Year 2 there will also be a dedicated ELL teacher in addition.

Special Education Staff

In Year 1, in addition to the ELL/Special Educator Coordinator mentioned above, there will be an additional full-time special education teacher. Beginning in Year 2, the staffing in both of these areas will increase substantially as the number of students with special needs grows.

As a result, from Year 2 and onwards, HLPCS will have a full-time Special Education Coordinator and a growing team of teachers who will provide direct services to students, support teachers, and manage case files, in addition to coordinating any contracted services required in students' IEPs.

Specialist Teachers for Years 1-5

Specialist teachers will teach music, drama, dance, and/ or physical education. We will require that these staff members have interest, knowledge and a willingness to learn about, and implement, programs that include Israeli culture, including dance and music.

School Counselor/Dean of Students

A full time school counselor will be hired in Year 1 and will serve as the primary liaison with families, as well as being responsible for implementing the Responsive Classroom model. She/he will help teachers and students to create the positive environment for learning that is so critical.

Before/After-Care Director

Beginning in Year 4 the school will hire a full-time director of the extracurricular programs. Until this point these programs will be coordinated by the Principal and Executive Director.

HLPCS Staffing Plan Planning Year Through Year 5

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
ADMINISTRATION						
Executive Director	1	1	1	1	1	1
Administrator		1	1	1	1	1
Business/Operations Manager				1	1	1
Development Director			0.5	0.5	1	1
TEACHING STAFF						
Principal	0.5	1	1	1	1	1
Pre-kindergarten Teachers		4	4	8	8	8
Core Teachers (English and Hebrew)		4	6	8	12	16
Assistant Teachers		2	3	4	12	15
Counselor		1	1	1	1	1
Curriculum Coordinator		1	1	1	1	1
Special Ed/ELL Coordinator		1	1	1	1	1
Special Education Teachers		1	2	3	4	5
ELL Teachers			1	1	2	2
Art Specialist		0.5	0.5	1	1	1
Physical Education Specialist		0.5	0.5	1	1	1
Music Specialist				0.5	0.5	0.5
Before/After care director					1	1

Contract Staff for Extracurricular Programs

We anticipate hiring a number of contract staff to provide education and programs before and after school, and during the summer program. These could include literacy specialists, Hebrew conversational teachers, Israeli dance and other dance instructors, as well as teachers of art, Israeli cooking, martial arts, etc.

From Year 1 we anticipate that we will pay stipends to some teachers and additional contract staff to run the after/before care program. We have assumed a staff to student ratio of one to twelve, and estimates that two thirds of students will take advantage of the before care program, and one third will stay after school.

We anticipate that the first year of the summer program will be between the end of Year 1 and the start of Year 2. Based on the ratio of one staff person to every 15 students, and an estimate of the number of students that will participate (all incoming students and a proportion of returning students) we are planning to hire six contract staff to run the summer program. In the following year the number of staff will rise to ten, and then twelve and thirteen.

C 2.d Employment Policies

The HLPCS Board of Trustees will work with the Executive Director and legal counsel to develop a comprehensive Human Resource Policy that promotes professionalism, continuous learning, high levels of achievement, trust, and motivation within the staff. This will include policies for staff contracts, termination, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and highly qualified faculty and staff.

Hiring, Salaries and Benefits

Once qualified candidates have been selected and hired, they will sign one-year, at-will contracts. The school will offer salaries and benefits that are competitive with comparable schools at the level of qualifications we are seeking. The HLPCS benefits will include health care, dental care, disability and a retirement savings plan. In addition, all staff will receive paid vacations and holidays.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he or she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

Staff Evaluation

Staff evaluation at HLPCS will be a cyclical process for all staff at all levels, that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcomes-based instruction. Evaluation will be an ongoing part of the regular supervision that each employee will receive on a weekly or bi-weekly basis. In addition, every employee will participate in an annual formal review process. The annual employee review will be structured as an opportunity for all staff to reflect on their work and their progress, to hear constructive evaluation from their supervisors, and to set goals for the following year. This annual evaluation system for all staff will consist of four stages: preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); assessment; and follow-up (providing feedback and generating professional growth plans). In addition to the above, the evaluation may consist of 360 degree feedback, with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential manner).

The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards." The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to

provide candid feedback on the staff person's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle.

Executive Director Evaluation

The Board of Trustees holds the responsibility for evaluating the Executive Director. The Board will conduct a thorough 360 degree review of the Executive Director on an annual basis, based on the job description of the Executive Director.

Employee Termination

As stated above, all employees will serve under at-will contracts. Should it become clear, following the evaluation process, that a person's employment must be terminated, the school will aim to arrive at an amicable separation. Depending upon the circumstances of the termination, the employee may be eligible for unemployment compensation.

C 2.e Use of Volunteers

Volunteers have already played an extremely valuable role in the creation of HLPCS. The school has already benefited from pro bono legal assistance, grant writing expertise, curriculum development, marketing and communications, community relations, and in many other areas. It is our belief that a rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. HLPCS considers the contribution of experienced volunteers with diverse expertise a critical advantage of a charter school and we will seek to take advantage of volunteers' contributions in many areas. We will seek volunteers from the community, academia, graduate students, retirees, as well as students, and family members.

Any students, parents, retirees or others who come into contact and interact with students will be required to attend a training session and be supervised by HLPCS administration at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a tuberculosis test.

Families will be encouraged to volunteer at least 25 hours a year similar to other successful schools such as LAMB, Washington Yu Ying, as well as Capital City PCS. Upon admission, families will submit requests for volunteering and the school will work with them to find the best use of volunteers' time.

The Executive Director and school counselor, with family volunteer coordinators will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Executive Director. HLPCS envisions recruiting volunteers in the following areas: tutoring and literacy support, Hebrew instruction (particularly conversation and literacy), fundraising, community outreach and recruitment, and organizing family activities.

We will seek out graduate students in education programs to serve as Special Assistants to the Executive Director, Principal, Special Education/ELL Coordinator, and Curriculum Coordinator.

In addition to the above, HLPCS will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, and other fields.

C.3 Arrangements for Meeting District and Federal Requirements

HLPCS will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of HLPCS's plans for complying with certain federal and District laws. Recognizing that these laws and regulations are subject to change, HLPCS will seek to ensure compliance with all applicable law, whether or not described below. HLPCS will strive to reach and maintain compliance with these laws through the selection of qualified and knowledgeable Board members, administrators and other staff; through continuing education of such persons in applicable requirements; through consultation with relevant legal regulatory authorities and relevant associations; through review of practices of similar schools, and through advice of legal counsel, as appropriate.

C 3.a Health and Safety

To ensure the health and safety of students, employees, and guests of the school, HLPCS will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section §38-1802.04(c)(4) of the DC Code, HLPCS will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board that documents that HLPCS facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia. The report shall be open to public inspection and available upon request. In addition, HLPCS will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

In addition to maintaining a safe facility, HLPCS will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in CPR and First Aid so that they can provide basic care for injuries and sudden illnesses until advanced medical personnel arrive. The school will be equipped with appropriate first aid kits, and HLPCS will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately equipped on-site nurse's office.

In accordance with the DC Code §38-501 *et seq.* and applicable requirements of the District of Columbia Department of Health, HLPCS will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

C 3.b Safety

HLPCS will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. We will carefully consider such requirements in the selection, configuration or alteration of any existing facility and the planning and construction of any new facility.

In addition, HLPCS will comply with all regulations for fire safety under the District of Columbia Fire Prevention Code, DC Code §5-401 *et seq.* HLPCS will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

C 3.c Transportation

As mentioned in Section A1a, HLPCS seeks to locate in an area that is centrally located and accessible to various forms of public transportation. The school will inform all students' parents and guardians of their eligibility for reduced fares on the Metrobus and Metrorail Transit System on the same terms and conditions as are applicable to any student attending a District of Columbia public school.

HLPCS may also seek assignment of a crossing guard or guards through the Metropolitan Police Department and will consider using volunteers in that role to ensure the safety of our students arriving at school or departing from school by foot.

C 3.d Enrollment Data

HLPCS will collect and maintain accurate enrollment data as required pursuant to §38-1802.04(c)(12) of the DC Code. HLPCS will record this information on a daily basis, compile records of this information, and provide copies to appropriate authorities upon request. Residency information will be verified and included in such data in accordance with the applicable requirements.

C 3.e Maintenance and Dissemination of Student Records

HLPCS will utilize OnCourse, a computerized student information system for maintenance of student data and records. More details about this system are in Section C4b. The system will be used for internal purposes, as well as to record and report student information in accordance with District of Columbia School Reform Act, Parts B and D and other applicable laws, including D.C. Code § 31-401 *et seq.* (Compulsory School Attendance); D.C. Code § 31- 501 *et seq.* (Immunization of School Students); D.C. Code § 31-601 *et seq.* (Tuition of Nonresidents); D.C. Code § 29-501 *et seq.* (Nonprofit Corporations).

C 3.f Compulsory Attendance Laws

HLPCS will maintain attendance records to ensure that every student is accounted for on every school day. Staff will take appropriate steps to remedy persistent absence and/or tardiness in violation of District requirements.

C 3.g Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

HLPCS will comply with all federal regulations relating to special education. The HLPCS special education program and services will be developed by professionals with specialized knowledge of federal special education law. The school will operate as a LEA in accordance with Subchapter B of IDEA and Section 504 of the Rehabilitation Act.

C 3.h Title I of the Improving America's Schools Act

Given the school's commitment to diversity of student population, we anticipate that HLPCS will qualify for Title I funding and that these funds will be used to provide intensive academic support programs within the school. Consequently, we will also comply with the applicable federal and District of Columbia regulations, including No Child Left Behind Act's regulations regarding teacher qualifications, adequate yearly progress and reporting thereof and parent notification.

C 3.i Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

HLPCS will adhere to applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations. By complying with these requirements, HLPCS will avoid unlawful discrimination against any student, employee or volunteer.

C 3.j Other

HLPCS will ensure that any applicable requirements of DC Municipal Code 29, Public Welfare, Excerpt: 3 Chapter 3, Child Development Facilities as well as the guidelines of the US Consumer Product Safety Commission regarding playground equipment are met.

C.4 Implementation of the Charter

C1.a Timetable and Tasks for Implementation of the Charter

The table below describes the implementation plan for HLPCS. The grey bars indicate during which quarter of the planning year each task will occur. “Complete” indicates that this item has already been completed prior to submission of the charter application.

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
A. Accountability					
Develop a comprehensive accountability plan					
Develop 1 & 5 year academic & non-academic goals and outcomes					
Identify data collection needs & reporting requirements					
Select & purchase software for student, staff & school assessment instruments					
Identify, research and purchase hardware and software for managing student personnel and financial information and reporting requirements					
Finalize Student records and forms templates					
Establish suspension and expulsion policies					
B. Admissions					
Design application forms					
Establish student application period					
Establish equitable lottery procedure for selecting students if applications exceed available seats					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Develop confidentiality policy for student records					
Research and develop student and family handbooks					
Accept student applications and acknowledge receipt					
Enter application information into system					
Establish and adhere to application deadline	Deadline established				
Conduct lottery and establish waitlists (if applicable)					
Send confirmation of admission or waitlist status and notify families of all upcoming registration deadlines and procedures					
Move applicants off waitlist (if applicable) into accepted status and continue registration					
Create letter of request for student records from previous schools and begin requests					
Have open house and orientation for students and families					
Establish plan and create system for recording and compiling attendance information					
C. Board of Directors Organization and Procedures					
Create by-laws and conflict of interest documents	Complete				
Create Board Policy Handbook					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Schedule first annual Board of Directors meeting				█	█
Conduct elections/selection of remaining board members	█	█	█		
Establish plan for transition from founding board to ongoing governance body			█	█	█
Hold first board retreat to train, establish roles & function, governance & relationship to principal				█	█
Review & finalize governance documents				█	█
D. Communications and Marketing					
Develop & execute communications plan for outreach to DC families, communities, organizations and businesses	█	█	█	█	█
Develop and maintain website	█	█	█	█	█
Develop print materials		█	█	█	█
Contact key community stakeholders	█	█	█	█	█
Develop base of volunteers	█	█	█	█	█
Hold community meetings	█	█	█	█	█
Press release announcing opening of school		█		█	
Develop staff recruitment			█	█	█
Conduct open house				█	
Run ads, distribute literature		█	█	█	█
E. Recruitment					
Hire Executive Director		█			
Hire Principal			█		

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Hire teachers and other staff					
F. Development					
Apply for private, corporate, foundation & government grants					
G. Educational Program Development					
Develop educational program to assure alignment with goals and accountability					
Develop enrichment and afterschool programs					
Create professional development materials and support faculty collaboration					
Conduct summer training of staff including language training					
H. Facilities					
Identify and select school site					
Negotiate and finalize lease					
Identify and address zoning requirements or restrictions					
If renovation is required:					
a) Secure loan or grant to finance					
b) Issue RFPs and create construction documents as necessary					
c) Select contractor and finalize plans					
d) Establish timeline and deadlines for completion of facility					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
e) Create contingency plans					
Complete inspections					
Obtain certificate of occupancy					
Acquire furniture and materials					
Procure and manage communication lines					
Install technology					
Move in furniture; arrange classrooms and other spaces					
Open building for public access					
If building will not be ready prior to school opening, secure space for staff training					
Hire custodial staff					
I. Financial Management					
Establish school bank account	Complete				
Develop financial management systems, policies and establish internal and external controls					
Determine insurance needs and obtain insurance policies					
Update years 1-5 operating and capital budget for Board approval					
Transfer responsibility for managing, administering, accounting, and reporting for financials to appropriate school staff person/people					
Establish payroll system					
Develop internal accounting, monitoring and financial reporting systems					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Identify and procure financial reporting software					
Select independent auditor					
J. Food Service					
Select food services vendor					
Ensure facility meets any food service requirements					
Ensure staff acquires safe food handler certification					
K. Governance					
Establish Board of Trustees					
Establish school planning team					
Establish academic and student support team					
Establish instructional leadership team					
L. Health and Safety					
Acquire medical and health forms, including physical exam, TB tests, immunization records					
Check medical and health forms for completeness and conduct any necessary follow up					
Establish policy for addressing noncompliance by families to ensure school receives all medical and health information as required					
Ensure all staff receives First Aid training and procure First Aid supplies					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Establish evacuation routes and procedures; schedule fire drills					
Orient staff and families on code of conduct, behavior expectations, suspension and expulsion policies					
Create risk management plan for emergencies/disasters					
Review emergency plans with families					
M. Legal and Organizational					
Receive approval of charter petition					
Negotiate and sign contract with chartering authority					
File application for IRS 501(c)3					
Obtain licenses					
N. Parent Involvement/Family Engagement					
Ensure ongoing and meaningful engagement of families in school governance, committees, classrooms, fundraising and other areas					
Establish and execute process for choosing parent board members					
O. Procurement					
Order and manage delivery of textbooks and instructional materials					
Order and manage delivery of all classroom furniture and equipment					
Order and manage delivery of office equipment and supplies					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Order and manage computer and other technology					
Order and manage delivery of kitchen/cafeteria, gymnasium/recreation and other equipment and supplies					
P. Special Education					
Obtain any existing cumulative files and records, including IEPs and suspension reports for all students from previous schools					
Identify students with IEPs					
Create SPED record keeping process to ensure that confidential records are kept in a locked cabinet					
Hire staff, contract with outside provider and/or enter into agreement with school district for appropriate SPED service delivery					
Develop a description of the school's special education program and service delivery approach for families and external entities					
Establish pre-referral and referral process for students who may have special needs					
Q. Personnel					
Finalize personnel policies and handbooks using best practices and examples					
Develop benefits package					
Determine staffing needs					
Create employment applications and contracts using best practices					

	Started	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
Develop job descriptions and timeline for hiring administrators, teachers and staff					
Advertise and hire					
Create background check, staff leave and other necessary staff policies using best practices					
Develop staff professional development plan and schedule					
Establish salary scale/compensation structure					
Conduct background checks					
Create personnel files					
Assign classrooms and distribute curricular materials, furniture and supplies					
Conduct employee orientation and pre-opening professional development activities					
Establish staff evaluation policies and forms					
Distribute employee handbooks					
Ensure staff is represented on committees as outlined in governance plan					
Distribute class lists and relevant student records to teachers as appropriate					
R. Technology					
Determine computer and other technical procurements for Year 1					
Purchase PCs and other technology					

C 4.b Maintenance and Reporting of Academic and Non-Academic Performance Data

HLPCS will have a robust plan for using technology to maintain and report academic and non-academic performance, as well as to enhance the educational program of the school. Before the school opens, HLPCS will put a data management system in place through the use of appropriate hardware, software, and internet access that ensures adequate bandwidth. HLPCS will consider applying for the federal government's E-rate program for discounts on telecommunications services, internal connections, and internet access in support of its technology plan.

Student Information System

HLPCS will employ a Student Information System to support the work of teachers, administrators and to communicate effectively with parents and families. We have chosen to use OnCourse Systems, provided to us at no cost by the Hebrew Charter School Center, to house the data and to provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school.

OnCourse will help the school better organize, analyze and monitor data on all aspects of the school and its performance. This will help us assess our progress in meeting our goals as set out in this charter. The system will help teachers analyze information that will guide their instructional practices such as student grouping, differentiated instruction and promotion. The system will help administrators analyze data that will guide their work towards ensuring that the school meets annual and long term goals, and to report to the Board of Trustees and the community.

The OnCourse system allows teachers to report and analyze student performance data, and as mentioned above, to look at the records for individuals or groups of students. This differentiation enables teachers to tailor instruction to individual, disaggregated or aggregate student needs and will enhance teachers' capacity to differentiate instruction according to real-time assessment and performance data.

An additional benefit of OnCourse Systems for Education is the Lesson Planner - a web-based program that allows teachers to create their lesson plans based on the assessment data, and easily link to standards. It also will allow teachers to create classroom websites, post homework, calendars, and other information for students and parents. In addition teachers will be able to collaborate with their colleagues. OnCourse supports the Hebrew language and will be equally useful to both the English and Hebrew-speaking teachers.

The OnCourse system will provide families with access to student schedules, grades and teacher comments via an online portal. Students will be able to access their own schedules, grades, and homework assignments. Teachers will have access to standardized electronic grading and access to necessary student and family information.

HLPCS will comply with all DC-PCSB reporting requirements and will use our student information system to help us do so. As already mentioned, OnCourse will help the school securely store, track and report data from students' diagnostic, behavior, attendance, and academic information.

As previously noted, HLPCS is working in partnership with the Hebrew Charter School Center, and will be part of the national network of Hebrew language charter schools. OnCourse is also used by the other Hebrew language charter schools in the network and data on student performance can be shared in a common system that will allow all our peer schools to collaborate and monitor student performance.

At HLPCS, the Principal will have the ultimate responsibility for ensuring that student performance data is collected, maintained, and reported. In addition, the Administrator and then, from Year 3, the Business/Operations Manager will also be involved in using OnCourse to manage and report student data. The system will support the application and enrollment process and any admissions lottery and waitlist that may be necessary.

C 4.c Major Contracts Planned

HLPCS’s major contracts will be carefully designed to enhance the goals of the school. The following major contracts are planned. The full costs of these items per year are included in the budget. At this time we have not entered into any contracts but we are in the process of selecting and identifying vendors for many of the above services.

Contract	Service Provided	Estimated Cost
TBD	Building Lease	\$375,000
	Food service	\$82,000
	Contracted building services	\$30,000
	Accounting/Payroll/Reporting	\$65,000
	Special Education services outsourcing	\$42,000

HLPCS has been compiling recommendations from fellow charter school administrators with respect to contracted services and vendors. Once the charter has been conditionally approved, we will begin procurement to secure necessary contracts. Contract services that might be necessary include: architectural, construction and renovation, and financing. All contracts and procurement will be in accordance with District of Columbia law and with regard to proper public notice and DCPCSB review, with publication of a request for proposal as required.

C 4.d Orientation of Parents/Families, Teachers, and Other Community Members

Family Orientation

HLPCS’s unique curriculum and method of instruction will require intensive initial and ongoing family orientation. HLPCS sees families as key participants in supporting students. We will learn about our families and help them become engaged members of the school community and partners with the school. During the admissions process, we will conduct open houses with prospective families to educate them about the school mission, vision, and educational program. We will provide an overview of the school,

and families will be able to ask questions. All applicants will receive a copy of the school handbook with the application.

Once admitted through the open enrollment and lottery process, families and the student will attend a school orientation session. The purpose of the orientation meeting is to share with families details of HLPCS's philosophy; curriculum and method of instruction. It is important that both families and students understand the language immersion model that the school will use. HLPCS believes that such a process is necessary to ensure that families understand the commitment it takes for a student to become bi-literate and the rigors associated with an immersion program in Hebrew. In addition, families will be encouraged to take active roles in the school through contributing volunteer time for tasks that may include administrative help, contributions to the aftercare program and other activities. More details about family engagement are found in Section A4a.

The orientation meetings will be scheduled in July and August before the school year begins, so that faculty may prepare class/lesson plans that will best meet the specific needs of enrolled students. More than one meeting will be held in order to allow more options for families to attend.

Summer Enrichment Program

In addition to these meetings, and for up to four weeks each August, HLPCS is considering operating a summer enrichment program, focused on intensive literacy in English and Hebrew, with a context of experiential learning. The session may be required for all new students and those identified as needing extra support. It will be open to all others who choose to participate. During this time, students will be introduced to the culture and values of HLPCS so that parents and students will know what is expected of them.

Faculty Orientation

Every year before school starts HLPCS faculty will participate in a month-long summer orientation and professional development experience. During this period, staff will engage in training and activities related to assessing student needs and evaluating student learning, effective use of data in instruction (including use of the student information system), classroom and lesson planning, curriculum implementation, and behavior management. In addition, during the summer program, faculty will participate in team building activities, discussion of the school philosophy, policies and procedures, as well as training on HLPCS's immersion model, workshop model of instruction, and the language proficiency approach. More information on the faculty orientation and professional development is to be found in Section C4.d.

Community Orientation

HLPCS considers community involvement critically important. Before the school opens, HLPCS will conduct one-on-one and community meetings to introduce a wide variety of community leaders and organizations to the school mission and vision, and to outline plans for opening. During these meetings, we also hope to develop partnerships that will provide the school with new resources and open doors to ways for the school to play a central role in the local community. HLPCS will strive to involve the

community and set an exemplary standard in order to sensitize the community to the importance of schools in the community. Community members and businesses will be invited to volunteer at the school and to contribute to the educational program where applicable. HLPCS will invite community members to school events and the school building will be open for community use and enhancements after school hours as budget allows.

C 4.e Services Sought from the District of Columbia Public Schools

HLPCS does not foresee that it will seek services from DCPS.

D. Certifications

Assurances Form