



PARENT / STUDENT HANDBOOK

2022 - 2023

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HEAD OF SCHOOL WELCOME

"Children learn best when thinking, creating, innovating, and participating in real projects"



It is my pleasure to welcome you to The Jewish Academy. What makes us special? America ranks 17th in Science and 25th in Mathematics, yet we spend more money on education than the rest of the world. What is going wrong? I have one observation to offer. Today the American public education is based upon principals of repetition and memorization. When I was a public school principal, we were indoctrinated to teach to the test. I believe that a child learns best when thinking, creating, innovating, and participating in real projects. We will make the classroom come alive and inspire our students to enjoy every moment of learning.

My staff and I will take a personal interest in the growth and development of your child. Our school is built upon strong Jewish Values and a warm family atmosphere. It is our utmost priority to ensure that your child is safe and thriving in his or her learning environment. In my past experiences as Judaic Principal of Scheck Hillel, Principal of Ben Gamla Charter School, Rabbi of Young Israel in Aventura, and a practicing Marriage and Family Therapist, I have learned the importance of building quality relationships.

Rabbi Chaim Albert

ADMINISTRATIVE TEAM



Rabbi Chaim Albert
Head of School



Rabbi Ariel Edry
Community Posek



Rabbi Avrohom Anton
Director of Philanthropy



Moshe Hecht
*Chief Academic Officer
and 7th-10th COO*



Zak Kertesz
*EC-6th Grade
Chief Operations Officer*



Rabbi Yehuda Kornfeld
Founder/ Community Outreach



Gina Etgar
*Director of Operations
Scholarships & Tuition*



Louis Uzan
Director of Admissions



Rabbanit Mina Edry
*Director of the Early
Childhood*

EDUCATIONAL APPROACH

The Jewish Academy's education is based on a set of fundamental principles:

1. Challenging Academics:

| We align our curriculum to high academic standards. We want our students to be passionate readers, great writers, and articulate speakers.

2. Growth mindset:

| Some schools lose sight of the process in pursuit of the goal. We believe that to reach the high goals as a school, we must provide individual growth goals for each student. We make progress together, no matter where we each individually start.

3. Individualized Education:

| No child is the same. Each child comes to our school with different personalities, different strengths, and different needs. For this reason it is important to differentiate instruction and methods of teaching in the classroom.

4. Modeling values:

| We want our children to love life, learning, and Judaism. Our staff, from administration to teachers, strive to model positivity and good midot for our students.

5. Interdisciplinary Learning

| Life requires us to apply our knowledge in an interdisciplinary/universal context. Mathematicians need to be able to read and write. Teachers must know biology in order to understand their students cognitive processing. Musicians must be able to speak well in interviews. We teach our students to apply their knowledge to the real world.



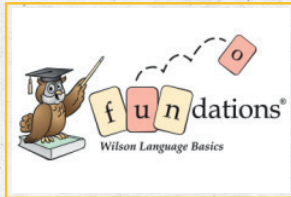
ACADEMIC CURRICULUM

2022 - 2023

CURRICULUM AT GLANCE

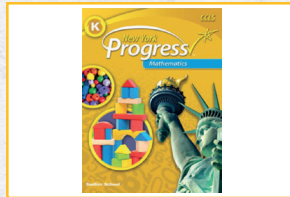
KINDERGARTEN

English/ Language Arts



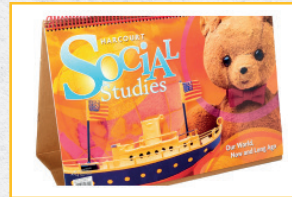
Wilson Learning Foundations

Math



Progress Mathematics (K)

Social Studies



Our World, Now & Long Ago

Science



Science Fusion (K)

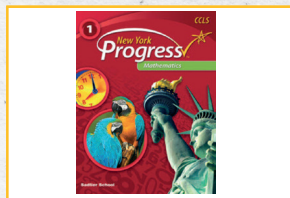
1st GRADE

English/ Language Arts



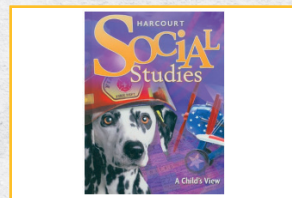
Wilson Learning Foundations & Journeys (1)

Math



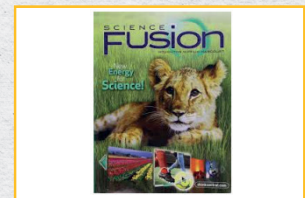
Progress Mathematics (1)

Social Studies



OA Child's View

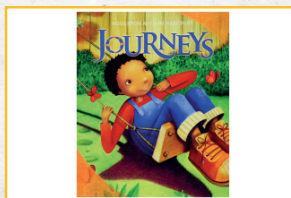
Science



Science Fusion (1)

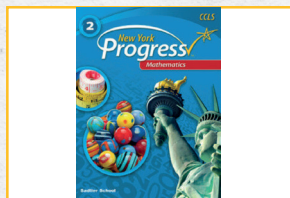
2nd GRADE

English/ Language Arts



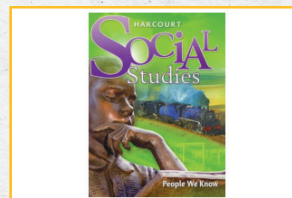
Journeys (2)

Math



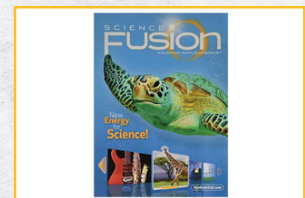
Progress Mathematics (2)

Social Studies



People We Know

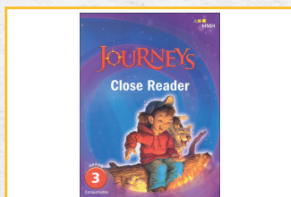
Science



Science Fusion (2)

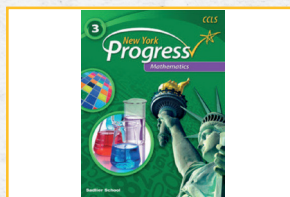
3rd GRADE

English/ Language Arts



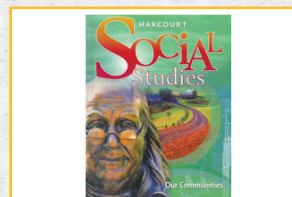
Journeys (3)

Math



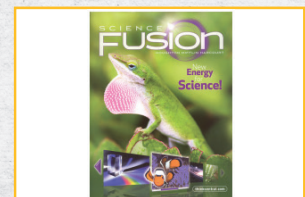
Progress Mathematics (3)

Social Studies



Our Communities

Science

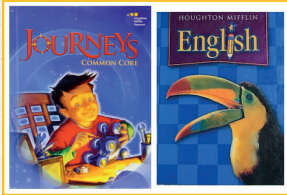


Science Fusion (3)

CURRICULUM AT GLANCE

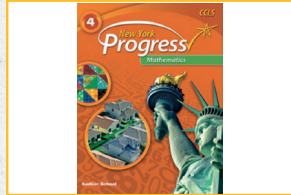
4th GRADE

English/ Language Arts



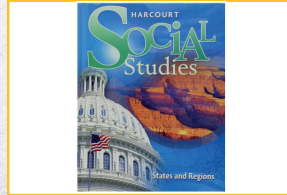
Journeys (4) & Houghton Mifflin English (4)

Math



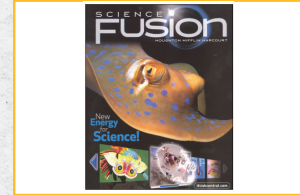
Progress Mathematics (4)

Social Studies



States and Regions

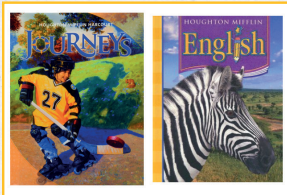
Science



Science Fusion (4)

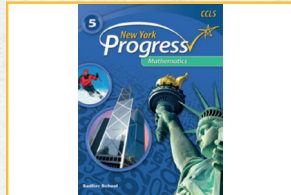
5th GRADE

English/ Language Arts



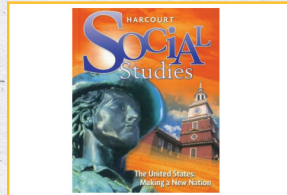
Journeys (5) & Houghton Mifflin English (5)

Math



Progress Mathematics (5)

Social Studies



The United States & The Making of a Nation

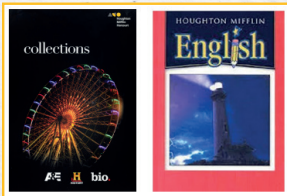
Science



Science Fusion (5)

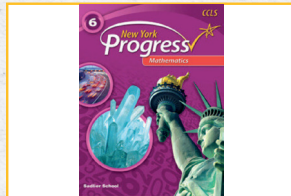
6th GRADE

English/ Language Arts



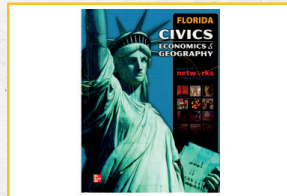
Collections (6) & Houghton Mifflin English (6)

Math



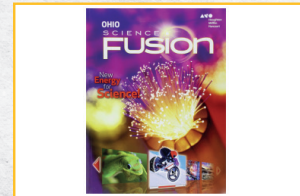
Progress Mathematics (6)

Social Studies



Civics: Economics & Geography

Science



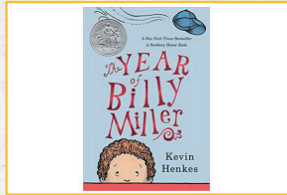
Science Fusion (6)



COMMON READING BOOKS

2nd GRADE

Term 1



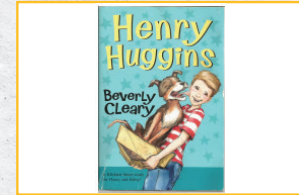
The Year of Billy Miller

Term 2



Freckle Juice

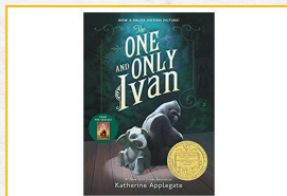
Term 3



Henry Huggins or Student Choice

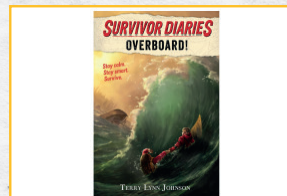
3rd GRADE

Term 1



The One and Only Ivan

Term 2



Overboard!

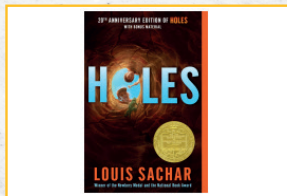
Term 3



The Tales of the Fourth Grade Nothing, Because of Winn Dixie, or Student Choice

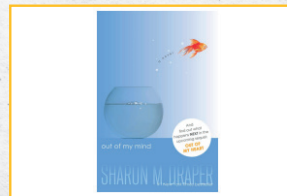
4th GRADE

Term 1



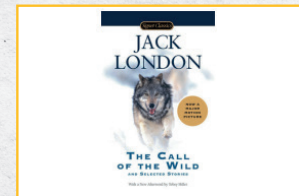
Holes

Term 2



Out of My Mind

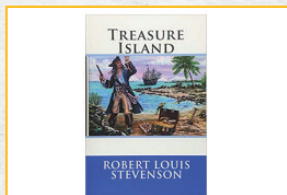
Term 3



Henry Huggins or Student Choice

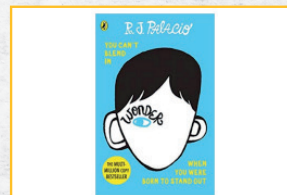
5th GRADE

Term 1



Treasure Island

Term 2



Wonder

Term 3

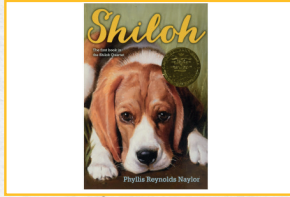


Gregory the Overlander or Student Choice

COMMON READING BOOKS

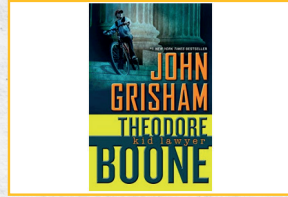
6th GRADE

Term 1



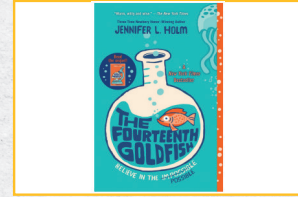
Shiloh

Term 2



Theodor Boone: Kid Lawyer

Term 3



*The Fourteenth Goldfish or
Student Choice*





GENERAL STUDIES COURSES & CURRICULUM

2022 - 2023

KINDERGARTEN

English/Language Arts

Credit: 1

Description: Children in kindergarten learn the letters of the alphabet and the sounds they make. They identify "the," "and," and "is" and other simple words by sight, while gradually building upon a basic vocabulary. They learn new words by listening to fun songs and stories. They use educated guesses and phonetic spelling to write unfamiliar words. This is known as inventive spelling.

Curriculum: Foundations; Sadlier Phonics (K)

Math

Credit: 1

Description: Children learn to recognize numerals up to 20 and above. They start count by fives and 10s and learn the basics of addition and subtraction. They compare numbers or groups of objects using "more than," "less than," or "equal to." By the end of kindergarten, students can identify simple shapes like squares, triangles, and circles.

Curriculum: Curriculum: Progress Mathematics (K)

Science

Credit: 1

Description: In kindergarten science, children learn about the basics that animals and plants need to grow. They discuss the seasons and the weather changes they bring, along with parts of the human body. They learn more about their world through experiments and first-hand exploration, maybe growing their own plants from seeds or caring for a classroom pet.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: In kindergarten Social Studies, children learn about rules, safety signs, and being a good citizen. They will discuss topics such as storytelling, family history, and relative time (yesterday, today, and tomorrow). The days and months will also be learned to provide a sense of time.

Curriculum: Our World, Now and Long Ago

1ST GRADE

English/Language Arts

Credit: 1

Description: Children entering first grade should be able to recognize their printed name, along with other core sight words. They build upon that starter vocabulary throughout first grade, adding more complicated sounds and learning to decode or "sound out" unfamiliar words. They read gradelevel books with fluency and can identify a story's beginning, middle, and end. Students legibly writing their upper and lowercase letters and combine them to form simple words. Ending punctuation marks like periods and question marks are introduced and sentences are combined to form short narratives.

Curriculum: Journeys; Sadlier Phonics (1)

Math

Credit: 1

Description: Students will work to understand addition and subtraction, and be able to perform addition and subtraction within 20. The students will begin to understand how numbers relate to each other, including grouping in tens and ones. They will also learn how to tell and write time.

Curriculum: Progress Mathematics (1)

Science

Credit: 1

Description: In first-grade science, children learn more about the patterns in their natural world, which are broken down into three general. Categories: Earth sciences (air and weather), Life sciences (plants and animals), Physical sciences (solids and liquids). They also learn about the scientific process and make and record their own observations about their environment.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: In social studies, first-graders learn about the larger community beyond their own home and family. They are taught about cities and towns, states, nations, and continents and how they all work together in different ways. **Curriculum: Our World, Now and Long Ago**

ELEMENTARY SCHOOL

2ND GRADE

English/Language Arts

Credit: 1

Description: By second grade, students become fluent readers and writers. They may gravitate toward certain genres of books and begin writing their own stories, complete with correct capitalization and punctuation. Correct spelling is emphasized and reinforced through spelling tests. Independent reading is encouraged both in school and for homework.

Curriculum: Journeys; Sadlier Phonics (2)

Math

Credit: 1

Description: Math in second grade helps students apply skills like adding and subtracting to everyday life. They learn how to tell time and count money. They add numbers up to 20 in their head, master simple fractions, and tackle more complex addition and subtraction problems.

Curriculum: Curriculum: Progress Mathematics (2)

Science

Credit: 1

Description: In second-grade science, students dive deeper into lessons about the earth and the continents. They study how plants spread their seeds to create more plants and may grow plants in school or help care for a school garden.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: Social studies introduces secondgraders to different cultures across the globe, and students talk about current events in an ageappropriate way. Children integrate technology into their lessons, learning how to perform basic computer skills like creating a document and saving a file.

Curriculum: People We Know

3RD GRADE

English/Language Arts

Credit: 1

Description: Third-grade reading builds upon students' vocabulary. They learn how to find information in dictionaries and other reference books. Fiction and non-fiction books are longer and more complex. Students write detailed essays and stories that flow logically and have a distinct beginning and end. Now, they are adding paragraphs or chapters to transition between ideas.

Curriculum: Journeys; Sadlier Phonics (3)

Math

Credit: 1

Description: In third grade, students learn decimals, fractions, and multiplication and how to measure weight and volume. They apply these skills to real-world scenarios, like making change or following the instructions for a simple recipe.

Curriculum: Progress Mathematics (3)

Science

Credit: 1

Description: Scientific experiments allow thirdgrade students to prove or disprove a hypothesis. They imagine the great beyond, learning about the solar system, the sun, and the moon.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: Third-graders practice learning where the states are on the map, and the names of the capitals for each. Lessons include maps and globes where they can locate places in their own neighborhood and across distant shores.

Curriculum: Our Communities

ELEMENTARY SCHOOL

4TH GRADE

English/Language Arts

Credit: 1

Description: Fourth-grade reading and writing build upon existing skills. Children explore various types and genres of poetry and stories. They learn synonyms, antonyms, and homonyms, and expand their vocabulary. Fourth-graders show their understanding of a book's themes by writing a book report.

Curriculum: Journeys; Vocabulary Workshop/Achieve (4)

Math

Credit: 1

Description: Fourth-grade includes more complex branches of math. Children work through advanced multiplication, division, and fractions. Simple word problems sharpen their logical thinking skills. Students often get their first introduction to algebra and geometry in fourth grade.

Curriculum: Progress Mathematics (4)

Science

Credit: 1

Description: Science in fourth grade inspires students to think big, covering topics like electricity, energy, and matter. Students learn about different organisms and how to classify them.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: In social studies, children continue learning about maps and cultures around the world.

Curriculum: States and Regions

5TH GRADE

English/Language Arts

Credit: 1

Description: Readers and writers in fifth grade dig deeper into stories, analyzing the plot along with key characters and their motives, while further building their own vocabularies. They take a more organized approach to writing, starting with an outline, and moving on to drafting, revising, and completing edits to create a finished piece.

Students in fifth grade tackle research papers and reports, and may even give oral presentations on various topics.

Curriculum: Journeys; Vocabulary Workshop/Achieve (5)

Math

Credit: 1

Description: Fifth-grade math includes a variety of complex concepts that will be revisited again in sixth grade, including: Adding, subtracting, and multiplying fractions, Area and perimeter of different shapes, Different types of triangles, Improper and equivalent fractions, and Prime numbers.

Curriculum: Progress Mathematics (5)

Science

Credit: 1

Description: In fifth grade, science includes lessons on the human body and its systems, basic biology and chemistry, and timely topics like climate change and humans' impact on the environment. Students continue learning about the planet, weather, land, and oceans.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: In social studies, students learn the different branches of government. They study the United States Constitution and the system of checks and balances in place to protect it. Important events in the United States' history are explored along with important historical figures.

Curriculum: The United States

MIDDLE SCHOOL

6TH GRADE

English/Language Arts

Credit: 1

Description: English classes include the study of a variety of texts: novels, poetry, short stories, drama, and nonfiction, which includes speeches, biographies, autobiographies and editorials. Integrating reading, speaking, listening, writing, and viewing skills encourages critical thinking and effective communication. Students also study grammar, spelling and vocabulary according to a grade level scope and sequence.

Curriculum: Journeys; Vocabulary Workshop/Achieve (6)

Math

Credit: 1

Description: Students in the 6th grade focus on active engagement with numbers by focusing on conceptual understanding, computational and procedural skills, and problem solving. The 6th grade standards require students to study the following areas: rational numbers, algebraic thinking, proportional reasoning, statistics, data analysis, probability, and plane and solid shapes.

Curriculum: Progress Mathematics (6)

Science

Credit: 1

Description: Science in fourth grade inspires students to think big, covering topics like electricity, energy, and matter. Students learn about different organisms and how to classify them.

Curriculum: Science Fusion

Social Studies

Credit: 1

Description: Prepare your students for citizenship in today's world by showing students how people, the economy, and government work to create a society. Focus on the big ideas. Furthermore, this course serves as a foundation for United States History. The goals and objectives of this course are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Curriculum: States and Regions





LIMUDEI KODESH **COURSES & CURRICULUM**

2022 - 2023

ELEMENTARY SCHOOL

KINDERGARTEN

Kriah/Kativa

Credit: 1

Description: We begin with reviewing the letters of the Aleph Beis while simultaneously encouraging the children to write the various letters of the Aleph Beis using various modalities and a multi sensory approach. Upon mastery of the sounds of the Aleph Beis, the students learn the vowels and then practice decoding Hebrew words beginning with simple two letter words, and eventually blending more letters and vowels in more complex words.

Curriculum: *Read Bright Alef Beis Multisensory Activity Book*

Chagim & Mitzvot

Credit: 1

Description: The children learn various facets of the Parsha of the week and its lessons through stories, projects, and reflective discussions. The children will become familiar with each Chag (Holiday) through songs, crafts, stories and openended discussions with the children. During “nonChagim” seasons, the children learn more about the beauty of Brachos and shabbos through learning and appreciating the world around them. The themes of the Chagim are incorporated into many aspects of the curriculum including the sciences. The Jewish Academy also believes the social- emotional growth of a child is foundational for all future success. As such, lessons of good character traits are integrated into the daily lessons and students are guided to put these lessons into action.

Curriculum: *Av B’Chochma*

2ND GRADE

Kriah/Kativa

Credit: 1

Description: Students will be placed in one of three Hebrew learning levels. Students will be placed based on a beginning of the year Hebrew learning diagnostic. The focus of the class will be on general reading accuracy and fluency. Ketiva will focus on proper stroke, formation and spacing of letters, words, and sentences. **LEVEL 1**

Curriculum: *TJA Hebrew Packets*

1ST GRADE

Kriah/Kativa

Credit: 1

Description: We will be reviewing all letters and vowel sounds learning how to blend letters and vowels, and read accurately and fluently. We will learn the rules of the Shva, which are complex, but taught in a fun and memorable manner. Students will learn to read, beginning with one letter and one nekuda through the ability to read multisyllabic words and from any Hebrew text, including rules of sheva. By year’s end students will be fluent in their Hebrew reading. Students will also learn to write all aleph bet letters in Hebrew handwritten form, work on appropriate letter formation and stroke.

Curriculum: *Av B’Chochma*

Chagim & Mitzvot

Credit: 1

Description: We will learn about the Jewish Holidays, their backgrounds, practices, customs, and Halachas as they occur throughout the year. We will be making special projects for each Holiday to help concretize the messages and lessons we learn about each Chag. We will be discussing many points of the Weekly Torah Portion, using Parsha sheets, and filling in explanations. The students will be taking home weekly Parsha Booklets, with discussion questions to share with their respective families. There will be several Parsha projects to bring the Parsha alive. Students will also prepare a student run production for their Siddur Chagiga.

Curriculum: *Av B’Chochma*

Chagim & Mitzvot

Credit: 1

Description: The children learn various facets of the Parsha of the week and its lessons through stories, projects, and reflective discussions. The children will become familiar with more advanced topics on the Chagim (Holidays), including halacha. Students will learn fundamental mitzvot through the Yahadut Book 1.

Curriculum: *TJA Hebrew Packets*

ELEMENTARY SCHOOL

2ND GRADE (Continued)

Chumash

Credit: 1

Description: In order to prepare the students for second grade, we introduce the study of Chumash and go through the Parsha of Bereishis and Noach in an in depth manner. Students will begin their journey in the study of Torah celebrating with a special presentation of receiving their first Chumash.

Curriculum: Yahadut Book 1

3RD GRADE

Kriah/Kativa

Credit: 1

Description: Students will be placed in one of three Hebrew learning levels. Students will be placed based on a beginning of the year Hebrew learning diagnostic. The focus of the class will be on general reading accuracy and fluency. Ketiva will focus on proper stroke, formation and spacing of letters, words, and sentences. **LEVEL 2**

Curriculum: TJA Hebrew Packets

Chagim & Mitzvot

Credit: 1

Description: We will continue to learn about the Jewish Holidays, their backgrounds, practices, customs, and Halachas as they occur throughout the year. We will be making special projects for each Holiday to help concretize the messages and lessons we learn about each Chag. Students will learn fundamental mitzvot through the Yahadut Book 2.

Curriculum: TJA Hebrew Packets

Chumash

Credit: 1

Description: We will be cultivating the many fundamental skills to read, translate, and analyze our national treasure- the Holy Torah! We will be mastering prefixes and suffixes, and get a solid grounding in the basic vocabulary necessary for independent Torah study. Students will study Parsha of Lech Lecha in depth.

Curriculum: TJA Hebrew Packets

4TH GRADE

Kriah/Kativa

Credit: 1

Description: Students will be placed in one of three Hebrew learning levels. Students will be placed based on a beginning of the year Hebrew learning diagnostic. The focus of the class will be on general reading accuracy and fluency. Ketiva will focus on proper stroke, formation and spacing of letters, words, and sentences. **LEVEL 3**

Curriculum: : TJA Hebrew Packets

Chagim & Mitzvot

Credit: 1

Description: We will continue to learn about the Jewish Holidays, their backgrounds, practices, customs, and Halachas as they occur throughout the year. We will be making special projects for each Holiday to help concretize the messages and lessons we learn about each Chag. Students will learn fundamental mitzvot through the Yahadut Book 4.

Curriculum: Av B'Chochma

Chumash

Credit: 1

Description: We will be mastering prefixes and suffixes, and get a solid grounding in the basic vocabulary necessary for independent Torah study. Our first semester will be building these skills, and subsequently we will complete the entire Parsha of Vayera! Students will begin their journey in the study of Torah celebrating with a special presentation of receiving their first Chumash.

Curriculum: Yahadut Book 5

MIDDLE SCHOOL

5/6th GRADE GIRLS

Torah Shebichtav

Credit: 1

Description: This course covers the Biblical period of the formation of the Jewish Nation. This course focuses on content, analytical skills and essential Biblical Hebrew terminology. Students are introduced to classic commentaries and compare and contrast differing approaches to understanding the texts. Each unit is analyzed both in terms of its own contemporary lessons as well as its greater impact in the big picture of Hashem's purpose and meaning for humanity. 5/6th Grade Girls will specialize in Navi Sefer Yehoshua. They will explore the transitional period of Bnai Yisrael's leadership from Moshe to Yehoshua and connection of Bnai Yisrael to their homeland as they enter and settle Eretz Yisrael as well as the special relationship Hashem has with Eretz Yisrael and the conditions necessary for peace and prosperity in the land.

Curriculum: *The Living Nach; Early Prophets by Rabbi Aryeh, The Navi Journey by Rabbi Ilan Ginian, Chumash Sefer Shemot (ArtScroll Stone Chumash)*

Halacha/Yahadut

Credit: 1

Description: Covers practical Jewish law in our lives. Including: Daily activity, Tefilla Shabbat and Chagim. Students explore the system of how Judaism derives legal practices from the Torah and the specific sources and rationale for Jewish legal practices. This course also offers an experiential component to help integrate these practices in our lives and display the relevancy of these laws in modern times.

Curriculum: *Sha'arei Halachah by Rabbi Ze'ev Greenwald*

Torah Shebe'al Peh

Credit: 1

Description: Relates traditions of ethics and morality as passed down from our sages. This ancient wisdom governs interactions between people and overall best practices for life. It gives a core purpose to the existence of the Jewish people, as well as lays out a practical map for our success in the world at large.

Curriculum: *Kol Yisrael Pikei Avot*

5/6th GRADE BOYS

Torah Shebichtav

Credit: 1

Description: This course covers the Biblical period of the formation of the Jewish Nation. This course focuses on content, analytical skills and essential Biblical Hebrew terminology. Students are introduced to classic commentaries and compare and contrast differing approaches to understanding the texts. Each unit is analyzed both in terms of its own contemporary lessons as well as its greater impact in the big picture of Hashem's purpose and meaning for humanity.

Curriculum: *Chumash Sefer Shemot (ArtScroll Stone Chumash)*

Halacha/Yahadut

Credit: 1

Description: Covers practical Jewish law in our lives. Including: Daily activity, Tefilla Shabbat and Chagim. Students explore the system of how Judaism derives legal practices from the Torah and the specific sources and rationale for Jewish legal practices. This course also offers an experiential component to help integrate these practices in our lives and display the relevancy of these laws in modern times.

Curriculum: *Sha'arei Halachah by Rabbi Ze'ev Greenwald*

Torah Shebe'al Peh

Credit: 1

Description: This course introduces students to Torah Shebe'al Peh, an oral tradition complementing the Chumash that has been passed down from teacher to student since receiving the Torah at Mt. Sinai. Students are introduced to the relationship between the written and oral Torah through Rabbinic logic, Rabbinic interpretation of the Torah as well as debate and argumentation. These features are taught through the prism of relevant legal topics. Students will have the opportunity to demonstrate their knowledge of the Mishnah via experiential applications and projects. Grades 5/6th Grade Boys will study Masechet (Tractate) Sukkah, detailing the laws of building a Sukkah and the requirement of "living" in a Sukkah.

Curriculum: *Mishnah Rishonah Masechtot Sukkah*



SCHOOL YEAR CALENDAR

2022 - 2023

2022-2023 SCHOOL YEAR CALENDAR

AUGUST

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

21 EC-Middle School Orientation
22 High School Orientation
23 First Day of School (EC-6th Grade)
24 First Day of School (7th - 10th Grade)
28 Back to School Celebration

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

25 - 27 Rosh Hashanah
28 Tzom Gedaliah (Early Release)

OCTOBER

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

4 Yom Kippur
10 - 19 Sukkot Break
28 Progress Reports Issued

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3 Parent Teacher Conferences
23 End of Trimester 1
24 Thanksgiving
25 Teacher Planning Day
29 Report Cards Issued

DECEMBER

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

23 Chanukah Break

JANUARY

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

3 Asara B' Tevet (Early Release)
11 Progress Reports Issued
20 - 27 Mid - Winter Break

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

16 Parent Teacher Conferences
20 President's Day

MARCH

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

1 End of Trimester 2
1 Teacher Planning Day
3 Report Cards Issued
6 Ta'anit Esther (Early Release)
7 Purim

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 - 14 Pesach Break
26 Progress Reports Issued

MAY

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

25 - 27 Shavuot
29 Memorial Day

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 End of Trimester 3
13 Report Cards Issued/ Last Day of School

JULY

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

FAIRS & PROGRAMS



STUDENT LIFE & PBS CALENDAR ADDITIONAL PROGRAMING

PBS

Bi-Weekly PBS Kart Store (2nd-6th Grade)

Chessid Trips

5/6th Girls

Bat Mitzvah Clubs

5/6th Girls

NCSY Lunch And Learns

5/6th Girls

Boys Mishmar

5/6th Boys



CAMP YEHUDI

AFTERSCHOOL PROGRAMS

WEEKLY PROGRAMS INCLUDE:

- ★ Sports Program
- ★ Art
- ★ Karate
- ★ Balerina
- ★ Chess Club
- ★ Coding CampArt
- ★ Pilot School
- ★ Flag Football
- ★ Mishmar
- ★ And More...



Boiling water



Young scientist in the middle of making supersaturated solution



Room temperature crystals forming after 1.5 hours



Jars of crystals before leftover solution is poured out

Conclusion:

I made a supersaturated solution of Borax to create crystals at different room temperatures. Crystals grew on the strings I placed in the jars helping them serve as a nucleus for the crystals to grow. Crystals did grow on the string though I experienced a buildup of some growth at the bottom of the jar and on the sides.

My hypothesis was not totally correct. I thought that the biggest crystals would grow at room temperature but in the time that I gave them to grow the biggest crystals on the string grew in the fridge. Though the smallest ones grew in the ice water, so my reasoning was still right to a certain degree.

I performed two experiments. The first time I made a very supersaturated mixture and the second time a little less supersaturated. I think that the super supersaturated solution was a little less saturated and I was left with a lot of some growth at the bottom of the jar which I didn't want.

I think that the reason I got the biggest crystals in the fridge and not at room temperature is because of the time I gave them to grow. I think that if I had given the room temperature solution a few more days I would have had the biggest crystals possible but since they only had 1.5 hours to grow the solution in the fridge was able to cool faster but not too fast. So they grew larger crystals without trapping impurities in that would stop the proper growth, like happened in the ice water where the growth was smaller.

I was surprised that the fridge crystals grew bigger than the room temperature. I think this happened because I didn't factor in the length of time room temperature crystals need to be able to grow to their fullest.

If I were to do the experiment again, I would leave the room temperature to sit for a week or two to give it as much time as possible to grow. I would also not make the solution saturated to the max to avoid the heavy build up at the bottom.

I could make the experiment better by using a larger jar so that the string doesn't touch the bottom and then I would be able to remove the crystals on the string.

My results are important because they show me that when following the procedure the procedure every little change in the procedure changes the outcome and results. A more saturated solution gave me much heavier growth on the bottom but smaller crystals on the string. So the second time round I made a less saturated solution and got better results that even though the experiment asked for a supersaturated solution, it was more saturated and the best results will come from a less supersaturated solution.

ACADEMIC PROGRAM OF STUDIES

2022 - 2023

ACADEMIC PROGRAM OF STUDIES TABLE OF CONTENTS

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40	Pre-Kindergarden Through 2nd Grade Sight Words Requirements

CURRICULUM & INSTRUCTION

CURRICULUM & INSTRUCTION

1. Elementary & Middle School Regularly Scheduled Instruction

a. Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; physical education; art; music; and computer education.

b. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the Florida State Board of Education.

c. Instructional times: English Language Arts: 60-minutes daily; Math: 60-Minutes daily; Science: 60-minutes every other day; Social Studies: 60-minutes every other day; Limudei Kodesh: 120-minutes daily covering Hebrew, Halacha, Chumash, & Torah Shel Bal Peh depending on the grade level; Physical Education; Minimum of 60 minutes once a week with at least 30 consecutive minutes on any day of recess.

2. Flexibility for scheduling throughout the week is appropriate and is best achieved when content area instruction is integrated through an interdisciplinary approach. In the event greater instructional time for a content area is needed on one day, lesser time can be devoted to the same content area on another day. Flexibility of the recommended instructional times is also appropriate to meet the weekly requirements.

3. Prekindergarten Curriculum

a. Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development.

b. Students will be provided with opportunities for art, music, and physical education activities.

c. Instructional approaches will be research-based and will include the active participation of students.

d. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education.

e. All aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.

SCHOOL SCHEDULE, CALENDAR, AND SUPPLIES

1. Schedule

a. Jewish Academy students are expected to arrive promptly by 8:20am.

b. Tefillah runs from 8:20am to 9:00am

c. The Jewish Academy runs on a "Block Schedule" with two three-hour blocks in the day from 9:00am to 12:00pm and from 12:40pm to 3:45pm (Monday to Thursday); 9:00am to 11:40am and 12:10pm to 1:50pm (on Friday)

d. The two core blocks of our schedule are General Studies (Math, Science, English, Social Studies) and Limudei Kodesh/Specials. Specials include Art, Coding, Recess, and PE.

SCHOOL SCHEDULE, CALENDAR & SUPPLIES AND ASSESSMENTS

SCHOOL SCHEDULE, CALENDAR, AND SUPPLIES (Continued)

2. School Calendars, including but not limited to the whole school calendar, academics calendar, student life calendar, fair and programs calendar, and community calendar can be found on the Jewish Academy's website.
3. Students are to come to school prepared with required supplies daily, this includes but not limited to a writing utensil and paper.
4. The full school supplies list can be found on the Jewish Academy's website. It is the requirement of families to provide their child with all prerequisite school supplies.
5. Students are responsible for upkeep and maintenance of all school supplied textbooks.
6. Should a student lose or damage school textbooks, it is the responsibility of the family to privately purchase another copy.

ASSESSMENTS

1. Standardized Assessments

- a. Each student must participate in yearly normative assessments at designated grade levels. Normative assessments show whether a person is performing at a level equal to, above, or below average.
- b. The Jewish Academy uses i-Ready Diagnostics as our normative assessment. I-Ready Diagnostics are administered in the beginning, middle, and end of the school year.
- c. Parents will receive their child's beginning of the year and end of the year diagnostic results report.
- d. Students with disabilities who meet state-defined exemption criteria may be administered an alternate assessment or any one or a combination of the accommodations.
- e. For English Language Learners who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations to enable them to fully participate in all assessments.
- f. Ongoing assessment is an integral part of the instructional process. The school will provide parents with the results of each normative standardized assessment.

2. Mid-Term & Finals

- a. Students will receive a Mid-Term and Final for each class enrolled in the school.
- b. Mid-Term and Finals are summative assessments that will cover all material taught previously.

3. Grading

- a. Student performance will be evaluated and reported based upon mastery of grade level standards.

ASSESSMENTS

ASSESSMENTS (Continued)

b. The symbols to be used for grades K-2 are:

GRADE	DEFINITION
1	Has Mastered Skill (Independently)
2	Progressing Toward Mastery (With Assistance)
3	Needs Improvement (Area of Concern)
NA	Not Applicable (Not assessed during the reporting period)

c. The symbols to be used for grades 3-8 are:

GRADE	DEFINITION	NUMERIC SCORE
A	Superior	90% - 100%
B+	Outstanding	87% - 89%
B	Commendable	80% - 86%
C+	Above Average	77% - 79%
C	Average Proficiency	70% - 76%
D+	Progressing toward proficiency	67% - 69%
D	Minimal progress toward proficiency	60% - 66%
F	Needs improvement toward proficiency	0% - 59%
I	Incomplete-Not enough work to support a grade	0

d. Incomplete Grades: a grade of Incomplete (“I”) is given as an opportunity for students to make up incomplete class work, assessment, or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the “I” will convert to an “F” grade. The principal may extend the deadline at their discretion.

e. Make-Up Work a. Make-up work is allowed for full credit and grade for excused and unexcused absences.

ASSESSMENTS

ASSESSMENTS (Continued)

f. All make-up work must be submitted within two days, not including the day of return, for each day of an absence. Previously assigned work is due the day of return. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

g. Late work: Assignments turned in after the due date are considered late. Late assignments, unless otherwise informed by the teacher (with administrative approval) may be turned in for partial credit. The chart below shows the partial credit a student may receive for a late submitted assignment.

DAY'S LATE	MAXIMUM CREDIT
1	80%
2	75%
3	70%
4	65%
5 or more days	60%

There is no further reduction after five days. Any assignment submitted late beyond five days may still qualify for a maximum credit of 60%.

**Individual teachers may have additional requirements in order to receive a grade for make up work*

4. Assignment/Grading Categories

a. In school assignments fall under one of four categories: 1) Summative Assessments (such as unit exams, tests, mid-terms, and finals), 2) Formative Assessments (such as quizzes/projects), 3) Homework, and 4) In-Class Assignments.

b. Final class grades are weighted on the following basis

TYPE OF ASSIGNMENT	PERCENTAGE OF OVERALL GRADE
Test / Exams / Finals	30%
Quizzes & Projects / Fairs	20%
Homework	20%
Classwork	30%

PROMOTION REQUIREMENTS

PROMOTION

1. General Promotion Criteria

- a. The evaluation of each student's progress is based upon classroom work, teacher observations, assessments, i-Ready, statewide formative and summative assessments, and other relevant information.
- b. No single assessment is the sole determiner of promotion.
- c. Students must show proficient academic progress to be promoted to the next grade level.

2. Academic Progress Standards

- a. There are five academic progress standards that must be met for a student to be promoted to the next grade level. The five standards are show below:

STANDARD	DESCRIPTION
Attendance	At minimum, students must be in school and on time 80% of the days within a given academic year
Grade	At minimum, students must maintain: 2.0 GPA in all classes (3rd-8th Grade); 2-progress toward mastery (K-2nd Grade)
Summative Assessments (i.e., Mid-Terms & Finals)	At minimum, students must maintain: 2.0 GPA average in school wide summative assessments (i.e., Mid-Terms & Finals)
i-Ready	At minimum, the students' final i-Ready diagnostic must demonstrate the students is within one grade level of being on grade level in both Math & Reading
Secondary Services	Student is receiving adequate tutoring support based on student academic needs assessments at the discretion of school administration.

b. Students who are not in compliance of any of the five academic progress standards must attend mandatory summer school.

c. Families/students who do not fulfill mandatory summer school requirements will either be 1) Retained a grade or 2) removed/unenrolled from the Jewish Academy, at the discretion of administration.

PROMOTION REQUIREMENTS, REPORTING PROGRESS & ACADEMIC SERVICES

PROMOTION (Continued)

d. Mid-Year Promotion: Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to succeed at the next grade level. Students who are retained may be promoted in December after demonstrating mastery of progress goals outlined by administration at the start of school.

3. Remediation

a. Students who are out of compliance in any of the academic progress standards at the end of each term are required to receive in school tutoring. The minimum number of hours required for the student is set at the discretion of administration. Parents must pay privately for tutoring. Failure to adhere to this policy can result in removal from the school.

REPORTING PROGRESS

1. Progress Reports & Report Cards

- a.** Progress Reports & Report cards are given three times yearly.
- b.** Parents are required to sign & return progress reports and report cards
- c.** Report cards are issued at the end of term of school and cover a period of approximately 55 school days.
- d.** Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardies.
- e.** Report cards may not be withheld from families because of failure to pay school dues, fees, or charges for lost or damaged books or property.
- f.** Progress Reports are provided to students/parents at approximately the halfway point of a given term.
- g.** Alternative Report Card: An alternative report card may be used for ESOL, ELL, and students with disabilities.

ACADEMIC SERVICES

- 1.** Academic Services include 1) Private tutoring 2) Title I 3) school counseling.
- 2.** Private tutors are those academic support specialists privately paid by the family to support students. Private tutors provide the parent and Academic Support Plan (ASP). This plan outlines academic goals for the students. Tutors must provide parents weekly updates on their child's academic progress.
- 3.** Per Federal Guidelines, Title I tutoring may not take place during General Studies time. Qualifying parents may opt their child into Title I tutoring before school, during Limudei Kodesh, or afterschool.

PROMOTION REQUIREMENTS, REPORTING PROGRESS & ACADEMIC SERVICES

ACADEMIC SERVICES (Continued)

4. Tutoring may take place five times during the day: 1) Before school, 2) During General Studies, 3) During Limudei Kodesh, 4) During lunch, or 5) After school.
5. Missed Assignments due to tutoring:
 - a. General studies tutoring during general studies class: Tutoring sessions taking place during general studies must be directed toward the topics covered in class. Students are still responsible for turning in class assignments covered during this block. The tutor may request an extension on the assignment with the administrative and/or the teachers approval.
 - b. General studies tutoring during Limudei Kodesh: The student receives an excused absence for the time he or she missed during tutoring. The teacher may exempt the student entirely from class assignments missed or provide them an extension of minimally three days to complete the assignment.
6. Students may not receive Limudei Kodesh tutoring during General studies.
7. School counseling services may be provided at the request of administration and/or the family. Each session lasts approximately 20-30 minutes in length. The teacher may exempt the student entirely from class assignments missed or provide the student an extension of minimally three days to complete the assignment.

COMMON READING BOOKS

1. Reading is vital to the growth and development of our students. As such, our students will be tasked with reading three challenge level books a year (one per term)
2. Common Reading Books must be purchased by parents.
3. Common Reading Books will be read in class but will require outside reading time at home.
4. Students must turn in a book report for their designated grade level reading book by a designated due date before the end of the given term. Guidelines on this book report will be provided by your child's teacher.
5. Parents must purchase the common reading books by the following due dates: Term 1 book by August 30th; Term 2 book by December 13th; Term 3 book by February 30th. All books can be purchased through Amazon for less than \$4 each not including shipping.
6. The Jewish Academy approved the following common reading books for the 2021-2022 school year:

COMMON READING BOOKS

GRADE	TERM	BOOK
2nd	1	The Year of Billy Miller by Kevin Henkes
2nd	2	Freckle Juice by Judy Blume
2nd	3	Henry Huggins by Beverly Cleary OR Student Choice (must be pre-approved by teacher)
3rd	1	The One and Only Ivan by K. A. Applegate
3rd	2	Overboard! By Terry Lynn Johnson
3rd	3	The Tales of the Fourth Grade Nothing by Judy Blume, Because of Winn Dixie by Kate DiCamillo, or Student Choice (must be pre-approved by teacher)
4th	1	Holes by Louis Sachar
4th	2	Out of My Mind by Sharon Draper
4th	3	Call of the Wild by Jack London or Student Choice (must be pre-approved by teacher)
5th	1	Treasure Island by Robert Louis Stevenson
5th	2	Wonder by R.J. Palacio
5th	3	Gregor the Overlander by Suzanne Collins, Ghost by Jason Reynolds, or Student Choice (must be pre-approved by teacher)
6th	1	Shiloh by Phyllis Reynolds Naylor
6th	2	Theodore Boone: Kid Lawyer by Jhon Grisham
6th	3	The Fourteenth Goldfish or Student Choice (must be pre-approved by teacher)
7th	1	The Outsiders by S. E. Hinton
7th	2	A Wrinkle in Time by Madeleine L'Engle
7th	3	The Giver by Lois Lowry or Student Choice (must be pre-approved by teacher)
8th	1	Hatchet by Gary Paulsen
8th	2	Animal Farm by George Orwell
8th	3	Student Choice Book

ACADEMIC FAIRS, AWARDS & HONORS

ACADEMIC FAIRS

1. Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.
2. The Jewish Academy curriculum is built upon the principle that students learn best when they are actively engaged in their learning.
3. Academic Fairs for the 2021-2022 school year include the Career Fair, Math to Life Fair, STEM Fair, Literature Fair, and Social Studies Fair
4. All students must participate and complete fair guidelines.
5. Student submissions will be counted as a graded project toward their overall class grade.
6. Academic Fairs usually require a presentation grade (which may include a poster board) and a report grade (consisting of an authentic written report).
7. Academic Fair guidelines vary by grade. Grade-level fair guidelines will be provided by your child's teacher.
8. Fair winners will be selected by a panel of judges and announced on the day of the Fair.
9. Fair winners will receive a special prize in recognition of their achievement.

ACADEMIC AWARDS AND HONORS

1. Academic Awards & Honors include but not limited to:

- a. Perfect Attendance Award: Students with Perfect Attendance for the Term
- b. Honor Roll: Students with an average GPA of 3.0 or above for a Term
- c. The Principal's Roll: Students with a 4.0 GPA for a Term
- d. i-Ready Superstars: Top five students in i-Ready lessons passed in a term (ten total students- five in the elementary and five in the middle school)

2. The Lion of the Year Ceremony will take place twice a year (midyear and at year's end) recognizes students for excellence in academic achievement. Students designated with perfect attendance, on the Honor Roll, the Principal's Roll, i-Ready Superstars will be recognized during the award ceremonies. Awards given out will include, but not limited to:

- a. The Lion of Mid-Year/Year: Presented to the top male and female students academically in both the elementary and middle school. Chosen based on GPA, school assessments, and class observations.
- b. Academic Progress Award(s): Presented to the male and female students in the elementary and middle school who showed the most academic progress.
- c. Subject Area Areas in Math, English/Language Arts, Science, and Social Studies
- d. Limudei Kodesh Achievement Award: Excellence in Limudei Kodesh
- e. Middos Awards: Excellence in Middos development and Jewish values.

COMMUNICATION OF ASSIGNMENTS & GRADES AND PARENT CONFERENCES

COMMUNICATION OF ASSIGNMENTS/GRADES

1. Agendas

- a. In October, students in 2nd through 8th grade will be given Jewish Academy agendas. It is their responsibility to write daily homework assignments and due dates.

2. The Family Portal

- a. The online Family Portal houses school assignments, grades, and due dates.
- b. An updated calendar of assignments and due dates is posted on the Family Portal Monday of each week.
- c. Students/families in 2nd through 8th grade must check their online portal daily to view assignments, due dates, and returned grades
- d. Parents or students who have questions regarding grades/assignments must message faculty via official school communication channels. Each faculty member has an official school email address and text line to answer parent/student questions.
- f. K & 1st Grade parents will receive a weekly email and text message regarding homework requirements for the week.
- g. K & 1st Grade parents should check their child's grades weekly on the family portal.

PARENT CONFERENCES AND MEETINGS

1. Official Parent/Teacher Conferences take place two times a year during the first and second academic term. School is closed on Parent/Teacher Conference Day. Between the hours of 12:00-8:00pm, parents can sign up for 20-minute meetings with teachers to discuss their child's grades and academics.
2. During the school year, teachers may request a parent/teacher conference anytime by emailing their request to info@tjastaff.com. In the submit line write "Parent/Teacher Conference Request." In the body of your email, write your child's name, who you are requesting to meet, some available times, and a brief description of the topics you'd like to cover.
3. Other than the twice-yearly Parent/Teacher Conferences, all other parent/teacher conferences will take place over Zoom.
4. Teachers may also request a meeting with parents regarding their child's academic growth/needs.

HOMEWORK

HOMEWORK

- 1.** Homework is an integral and essential part of the Jewish Academy's academic program, and we endorse the use of homework as a researched-based instructional strategy that can increase student achievement, foster independence and responsibility, and serve as a vital link between school and home.
- 2.** The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce standards taught in the classroom, and provide practice in specific skills.
- 3.** Homework guidelines for parents
 - a.** Kindergarten through 1st Grade: check your child's homework folder daily and follow the weekly homework newsletter from your child's teacher.
 - b.** 2nd through 8th grade parents should monitor the Family Portal daily for homework and assignments due.
 - c.** Provide your child a time and place to do homework assignments with limited interruptions.
 - d.** Actively supervise homework completion, assist with "drilling/quizzing" if necessary, answer questions your child asks and review the homework for accuracy and completeness. Otherwise, your child should complete his/her homework independently.
 - e.** Oversee completion of long-term assignments to assist in understanding time management.
 - f.** Contact your child's teacher with questions or concerns regarding homework.
- 4.** Time expectation for homework
 - a.** It is difficult to quantify the amount of time it will take each student to complete a homework assignment as the actual time required to complete assignments will vary with each student's study habits, academic skills and selected course load. Therefore, time guidelines are only meant as a gauge of what can be expected by grade level. Homework expectations can best be described by what activities students can expect on a nightly basis. If your child is having difficulty on a consistent basis completing assignments, please contact your child's teacher for assistance.
 - b.** The amount of work brought home may be impacted by any opportunities to complete assignments in school. Teachers will be aware of grade specific or school-wide evening commitments for students and adjust homework accordingly.
 - c.** Studying for quizzes/tests and work on long-term projects will also occur, and families need to account for these activities.

HOMEWORK

HOMEWORK (Continued)

d. The following chart is to be seen as average working expectation for homework by grade. It should be expected that it will vary based on each students' abilities and time of year. Additionally, it should also be noted that 1) advanced students or students needing remedial support may receive more or less homework at the discretion of school administration and 2) the below chart does not factor in time needed for students to complete i-Ready and common reading requirements.

Grade	Minimal Range (m)	Average Range (m)	High Range (m)	Average Range (m)
	Per Day			Per Week
K	Class: 10 Grade: 20	Class: 10 - 15 Grade: 20 - 30	Class: 15 - 20 Grade: 30 - 40	Class: 50 - 75 Grade: 100 - 150
1 - 2	Class: 10 Grade: 20	Class: 10 - 20 Grade: 20 - 40	Class: 20 - 25 Grade: 40 - 50	Class: 50 - 100 Grade: 100 - 200
3 - 4	Class: 15 Grade: 30	Class: 15 - 25 Grade: 30 - 40	Class: 20 - 30 Grade: 40 - 1h	Class: 75 - 125 Grade: 150 - 250
5 - 6	Class: 20 - 25 Grade: 40 - 50	Class: 20 - 30 Grade: 40 - 1h	Class: 35 - 40 Grade: 1h/10m - 1h/20m	Class: 100 - 150 Grade: 200 - 300

**Due in part to high intensity weeks (projects, unit exam study, etc) or lower intensity weeks (no school, Chagim, etc.) times may fluctuate around the means.*

e. The amount of work brought home may be impacted by any opportunities to complete assignments in school. Teachers will be aware of grade specific or schoolwide evening commitments for students and adjust homework accordingly.

f. Studying for quizzes/tests and work on long-term projects will also occur, and families need to account for these activities.

d. The following chart is to be seen as average working expectation for homework by grade. It should be expected that it will vary based on each students' abilities and time of year.

Additionally, it should also be noted that 1) advanced students or students needing remedial support may receive more or less homework at the discretion of school administration and 2) the below chart does not factor in time needed for students to complete i-Ready and common reading requirements.

I-READY REQUIREMENTS & ACADEMIC HONESTY

I-READY INSTRUCTION REQUIREMENTS

1. What is i-Ready?

- a.** i-Ready is an online program that will help us determine your child's strengths and areas for growth, personalize their learning, and monitor their progress throughout the school year. i-Ready allows us to meet your child where they are and provides us with data to inform instruction.
- b.** The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your child's needs. Each item a student receives is based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier ones. The purpose of this is not to give your child a score or grade but to determine how to best support their learning.
- c.** i-Ready Instruction provides students with lessons based on their individual strengths and areas for growth. These lessons are interactive and provide strategic support to keep your child engaged as they learn.
- d.** Each student at the Jewish Academy is provided an I-Ready Account is lessons generated based on their grade level.
- e.** Jewish Academy students will be given an I-Ready Username and password to access their online lessons. To access i-Ready at home, students will need a computer or i-Pad, internet, and their login information. Students can access I-Ready at home using the IReady app or online at <https://login.i-ready.com/>
- g.** It is highly recommended that parents both filter their children's devices and monitor their usage to ensure students are using their technology appropriately.

ACADEMIC HONESTY

- 1.** Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. Cheating is acting dishonestly or unfairly in order to gain an advantage.
- 2.** Cheating and plagiarism is academic dishonesty. All work that students complete for which they receive credit must be their own.
- 3.** Anyone caught cheating or plagiarizing will not receive credit for the assignment. The student may also face further disciplinary action at the discretion of the school.

I-READY REQUIREMENTS AND PRE-K TROUGH 2ND GRADE SIGHT WORDS REQUIREMENTS

I-READY INSTRUCTION REQUIREMENTS (Continued)

2. I-Ready Instruction Usage and Requirements

- a. All Kindergarten through 8th Grade students are required, at minimum, to pass one lesson weekly in i-Ready Math and Reading Instruction (two lessons total).
- b. This requirement will factor into your child's overall homework grade.
- c. Each lesson takes approximately 20-25 minutes to complete
- d. Parents may log into their child's account to view their weekly progress.
- e. Students are encouraged to do more than the required lessons per week. The top five students in i-Ready lessons passed in a term (ten total students- five in the elementary and five in the middle school) will qualify for recognition as an i-Ready Superstar. These students will receive special public recognition, a certificate, and a school prize.

PRE-KINDERGARTEN THROUGH 2ND GRADE SIGHT WORDS REQUIREMENTS

1. What are sight words?

- a. Sight words are high-frequency reading words. This means that they appear in most texts more often. Some of these words follow phonics patterns, and some of them don't. We want our students to get to the point where they recognize these words without having to sound them out. Teaching these words helps our students read more fluently. But more importantly, it helps them experience success in their reading.
- b. Reading is one of the most important skills a child will ever learn. In most schools, children are expected to be able to read simple sentences and stories by the end of first grade. By third grade, they are expected to be able to read almost any kind of text. As well as being able to "sound out" (phonetically decode) regularly spelled words, children must also master reading basic, common sight words.
- c. A list of English sight words, The Dolch Word List, was compiled by Edward William Dolch, PhD, in 1948. Dolch compiled the list based on words used in children's reading books in the 1930s and 40s. The list contains 220 "service words" that must be quickly recognized in order to achieve reading fluency.

2. Sight Word Requirements

- a. In the appendix, you can view the required sight words students must master at each term in Pre-K through 3rd grade. Students will practice sounding out, spelling, reading, and defining these words in class. Parents should also practice these words with their child at home.
- b. Each term, students in the Pre-K will be assessed on their mastery of these sight words. This assessment will count as a formative assessment in their overall grade.

WHY IS IT IMPORTANT FOR STUDENTS TO LEARN SIGHT WORDS?

Before we start, let's go over the basics. Why do we even bother teaching sight words? Phonic instruction is important for early readers, but so are sight words. Sight words are high-frequency words. This means that they appear in most text more often. Some of these words follow phonics patterns, and some of them don't. We want our students to get to the point where they recognize these words without having to sound them out. Teaching these words helps our student read more fluently. But more importantly, it helps them experience success in their reading. The Jewish Academy's Approach to learning to read is built upon a hybrid approach of Whole Language and Phonics. Phonics is still an essential component of our literary curriculum.

Reading is one of the most important skills a child will ever learn. In most schools, children are expected to be able to read simple sentences and stories by the end of first grade. By third grade, they are expected to be able to read almost any kind of text. As well as being able to "sound out" (phonetically decode) regularly spelled words, children must also master reading basic, common sight words.

A list of English sight words, The Dolch Word List, was compiled by Edward William Dolch, PhD, in 1948. Dolch compiled the list based on words used in children's reading books in the 1930s and 40s. The list contains 220 "service words" that must be quickly recognized in order to achieve reading fluency.

The Dolch Word List is also called Sight Words or The Dolch 220. It includes the most frequently used words in the English language. Sight words make up 50 to 70 percent of any general text. Therefore, teaching The Dolch Word List is a crucial goal of education in grades kindergarten through 3. Once a child knows this list of words, it makes reading much easier, because the child can then focus his or her attention on the remaining words.

Many of the 220 Dolch words cannot be "sounded out" and have to be learned by "sight," that is memorized. The list is divided into grade levels. It includes pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs. The basic list excludes nouns, which make up a separate 95 word list.

Because fluency in reading the Dolch 220 and the 95 nouns is essential to literacy, a variety of techniques are used to teach them, including: reading Dolch literature books, using flash cards, playing games, and writing activities. Repetition and practice are very important in making recognition of sight words automatic. Once this core of basic sight words has been memorized, children read more fluently, with greater comprehension.

More Resources:

<https://mrsperkins.com/dolch.htm>

<https://www.k12reader.com/dolch-word-list/>

PRE-KINDERGARTEN

TERM 1

The following sight words should be practiced at home during the first term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
1. a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. come	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. big	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. find	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. blue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 2

The following sight words should be practiced at home during the second term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
16. in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. red	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. jump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 3

The following sight words should be practiced at home during the first term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
31. see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. we	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. three	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. where	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. yellow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

KINDERGARTEN

TERM 1

The following sight words should be practiced at home during the first term of the school year:

1. all	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	6. be	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	11. did	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>
2. am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. but	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. four	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. came	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 2

The following sight words should be practiced at home during the second term of the school year

16. good	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	22. new	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	28. please	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>
17. have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. pretty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. he	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. ran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. into	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. ride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. our	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. must	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 3

The following sight words should be practiced at home during the first term of the school year:

34. she	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	41. this	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>	47. went	CHECK POINT 1 <input type="checkbox"/>	CHECK POINT 2 <input type="checkbox"/>	CHECK POINT 3 <input type="checkbox"/>
35. so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. what	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. soon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. under	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49. white	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44. want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50. who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45. was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51. will	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. they	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46. well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52. with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

1ST GRADE

TERM 1

The following sight words should be practiced at home during the first term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
1. after	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. an	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
6. ask	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. every	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. fly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
11. from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. give	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. had	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS

CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 2

The following sight words should be practiced at home during the second term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
16. her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. his	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. how	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. just	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
21. know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. may	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
26. old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. put	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS

CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 3

The following sight words should be practiced at home during the first term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
31. round	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. some	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. thank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
36. them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. then	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3
41. when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POINTS

CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

2ND GRADE

TERM 1

The following sight words should be practiced at home during the first term of the school year:

- | | | | |
|------------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 1. always | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. around | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. because | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. been | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. before | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 6. best | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. both | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. buy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. call | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. cold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 11. does | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. don't | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. fast | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. first | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. five | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 2

The following sight words should be practiced at home during the second term of the school year:

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 16. found | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. gave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. goes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. green | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. its | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 21. made | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. many | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. off | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. or | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. pull | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 26. read | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. right | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. sing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. sit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. sleep | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

TERM 3

The following sight words should be practiced at home during the third term of the school year:

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 31. tell | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. their | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. these | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. those | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. upon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. us | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 36. use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. very | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. wash | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. which | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. why | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| | CHECK POINT 1 | CHECK POINT 2 | CHECK POINT 3 |
| 41. whis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. would | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. write | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. your | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

POINTS CHECK POINT 1 _____ CHECK POINT 2 _____ CHECK POINT 3 _____

K-3RD GRADE NOUNS LIST

TERM 1

The following sight words should be practiced at home during the first term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3			
1. apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. bird	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. cake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. corn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2. baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. birthday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. cow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. cat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4. ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. dog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. bear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. doll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6. bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. door	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. bell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. coat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. duck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
POINTS																		
													CHECK POINT 1	_____	CHECK POINT 2	_____	CHECK POINT 3	_____

TERM 2

The following sight words should be practiced at home during the second term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3			
29. egg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50. horse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
30. eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44. ground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51. house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
31. farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. flower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45. hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52. kitty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
32. farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46. head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53. leg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
33. father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47. have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54. letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
34. feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. girl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55. man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
35. fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. good bye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49. home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56. men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
POINTS																		
													CHECK POINT 1	_____	CHECK POINT 2	_____	CHECK POINT 3	_____

TERM 3

The following sight words should be practiced at home during the third term of the school year:

	CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3		CHECK POINT 1	CHECK POINT 2	CHECK POINT 3						
57. milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64. paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71. robin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78. song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
58. money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65. party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72. school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79. squirrel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
59. morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66. picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73. seed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80. stick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
60. mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67. pig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74. sheep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	81. street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
61. name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68. rabbit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75. shoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82. sun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
62. nest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69. rain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76. sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83. table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
63. night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70. ring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77. snow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84. thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
POINTS																					
85-90. Time, top, toy, tree, watch, way, wind, window, wood													<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHECK POINT 1	_____	CHECK POINT 2	_____	CHECK POINT 3	_____



I-READY ONLINE INSTRUCTION

2022 - 2023

I-READY ONLINE INSTRUCTION

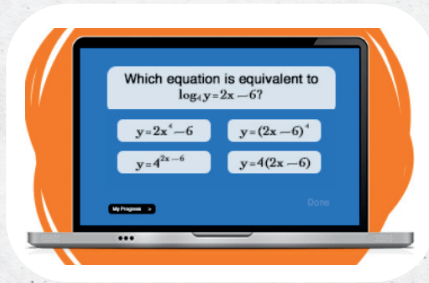
What is i-Ready?

I-Ready is a comprehensive, national student learning and data tracking system to support College Readiness (ACT, SAT, and AP assessments). i-Ready will assess and determine your child's strengths and areas for growth, personalize their learning, and monitor their progress throughout the school year. i-Ready allows us to meet your child where they are and provides us with data to inform instruction.



i-Ready Diagnostic

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your child's needs. Each item a student receives is based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier ones. The purpose of this is not to give your child a score or grade but to determine how to best support their learning.



i-Ready Instruction

i-Ready instruction provides students with lessons based on their individual strengths and areas for growth. These lessons are interactive and provide strategic supports to keep your child engaged as they learn. Each student at the Jewish Academy is provided an I-Ready Account is lessons generated based on their grade level. Jewish Academy students in grades 3-8 were given an I-Ready Username and password to access their online lessons. Please see your child's bookbag for their account information. Children in grades Kindergarten through 2nd grade will be given access in the coming week.



i-Ready Requirements

- Students are required to complete the i-Ready Diagnostic Assessment three times a year.
- Weekly, students must complete one i-Ready Math and iReady Reading Instruction.



Support your child on i-Ready


To support your child's learning in Online Instruction, you can:

- Encourage them to use i-Ready at home.
- Celebrate your child's learning progress and growth.
- Learn more about i-Ready by visiting
- i-ReadyCentral.com/FamilyCenter.
- Students/Families log on at <https://login.i-ready.com/>

MEASURING PROGRESS

i-Ready allows students, parents, and teachers to measure a student's academic progress during the school year. After taking the i-Ready Diagnostic, parents will receive their child's score and a normative snapshot of their grade level and national percentile rank in Math and Reading. See the sample report below.

Diagnostic Growth



Subject	Reading
Student	
Student ID	160
Student Grade	6

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 29/12

➔
✓ **242%**

50%
100%

This student has made 242% progress towards annual typical growth. Typical growth is the average annual growth for a student at this grade and placement level.

Progress to Annual Stretch Growth

Scale Points: 29/26

➔
✓ **112%**

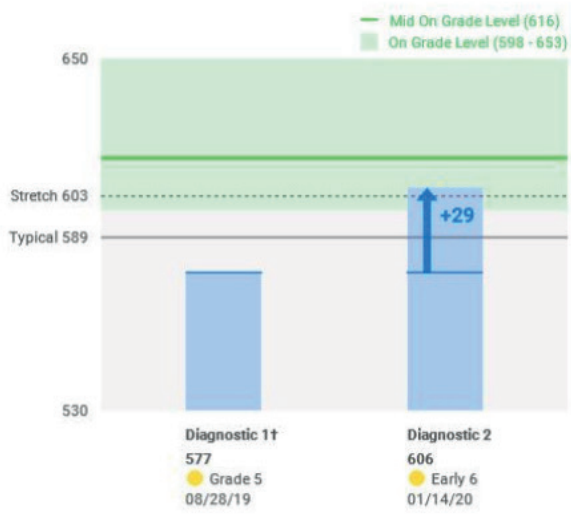
50%
100%

This student has made 112% progress towards their stretch growth. Stretch growth is an ambitious but attainable level of annual growth which puts students on a path towards proficiency.

This student will need to meet their annual stretch growth for at least 2 years to be proficient. Proficient for Grade 6 is a Mid On-Grade Level scale score of 616.

[Learn More About Growth](#)

Overall Diagnostic Growth



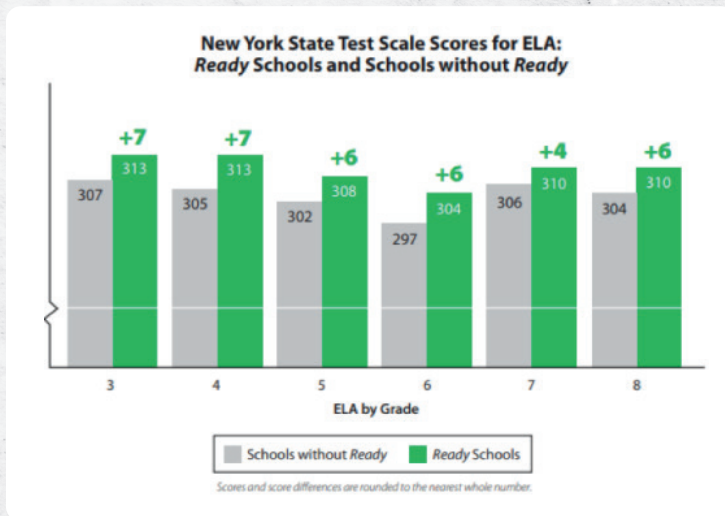
<p>Diagnostic 1†</p> <p>577</p> <p>● Grade 5</p> <p>08/28/19</p>	<p>Diagnostic 2</p> <p>606</p> <p>● Early 6</p> <p>01/14/20</p>
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†This Diagnostic used to establish Growth Measures.

I-READY? ARE YOU READY?

Why does the Jewish Academy use i-Ready?

Commonly the use of tests in public schools is punitive. Teaching to the test methods of teaching can water down the curriculum, bore students, and cause great student anxiety. Though not required to test our students, we do so to support our student by knowing their strengths and areas of growth. i-Ready is in some of our nations top college prep schools. As seen by the research below, school who use iReady consistently outperform those without this excellent educational resource.



DID YOU KNOW?

1

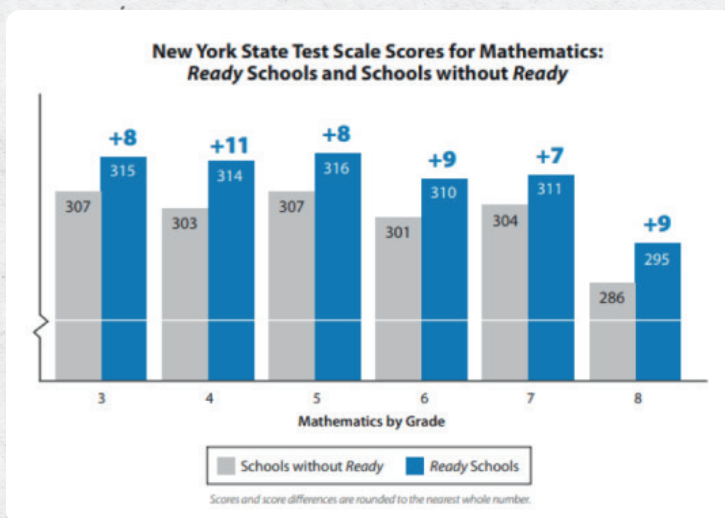
Jewish Academy Students outrank the national average in yearly student growth

2

i-Ready supports both advanced and remedial learning supports

3

i-Ready provides educational games to support student learning.





CODE OF CONDUCT

2022 - 2023

CODE OF CONDUCT TABLE OF CONTENTS

ACKNOWLEDGEMENT

The Code of Conduct states the rules and regulations for all students and parents of The Jewish Academy. The rules and regulations apply to all activities occurring on school campus, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature indicates that you have read and agree to comply with all the rules and regulations within The Code of Conduct. Your signature acknowledges that the school may amend the code of conduct.

The Jewish Academy firmly believes a positive school culture promotes a respect for learning and establishes the framework for a safe learning environment. The Code of Conduct is comprised of a set of policies and laws by which respect is established and maintained. The term Parents refers to Parents and/or Legal Guardians. It is the responsibility of students and parents to comply with the Code of Conduct to ensure an educational climate with a respect for learning transpires.

The Jewish Academy prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, race or national origin.

Parents must be involved in the education and behavior of their children and have the responsibility to comply with the following policies within this Code of Conduct:

52	Acknowledgement
53	Attendance
57	Respect For Learning
62	Intervention and Consequences
65	Technology
67	Dress Code
68	Parent Responsibilities

ATTENDANCE

The parent of a child of compulsory school age is responsible for the child's daily school attendance (Florida Statute 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (Florida Statute 1003.27).

The parent of a child of compulsory school age is responsible for the child's daily school attendance (Florida Statute 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (Florida Statute 1003.27).

SCHOOL TIMES:

Monday through Thursday: 8:20am - 3:45pm

Friday: 8:20 - 1:50pm

NON-ATTENDANCE AND EARLY SIGNS OF TRUANCY: IT IS IMPORTANT TO BE IN SCHOOL EVERY DAY. If your child is not in school, he or she MAY BE showing early signs of truancy through a pattern of non-attendance.

WHAT IS A PATTERN OF NON-ATTENDANCE? A student may be establishing a pattern of non-attendance when he or she has an accumulation of tardiness, early sign outs, and/or unexcused absences that exceed 5 days in one marking period. If this transpires, a student will be placed on probation for the remainder of the marking period.

A student may be identified as "habitual truant" if he or she has 10 unexcused absences within a marking period with or without the knowledge or justifiable consent of the child's parent, is subject to compulsory school attendance (Florida Statute 1003.21). If this transpires, The Jewish Academy shall determine if early patterns of truancy are developing and provide appropriate interventions (Florida Statute 1003.26(1)(b)), and/or the State Attorney's Office will be notified due to non-compliance with compulsory school attendance laws.

Absences must be reported by through the Attendance Request Form, which can also be found on the school website under the "Parents" tab. The report must come from a parent and give the date(s) of the absence(s) and the reason for the absence(s). School staff members have a legal right to ask for a written medical excuse.

ATTENDANCE

EXCUSED ABSENCES: Students must be in school. However, when it is necessary to be out of school, absences may be excused for one of the reasons listed below. Parents must report the absence the day before, the day of, or within 2 school days following the absence, or the absence will be considered unexcused. Any absence is unexcused until the school receives the Absence Request Form to excuse the absence. A reason for the absence must be provided and absences can only be excused for one of the seven allowed reasons for absences. Some situations will require written documentation from a private physician or public health unit. The tardy may be excused upon review by administration. Excused absences include:

1. Illness
2. Illness of an immediate family member.
3. Death in the family.
4. Required court appearance or subpoena by a law enforcement agency.
5. Special event. Examples of special events include important public functions, education enrichment activities, conferences or state/national competitions.
6. Scheduled doctor, dentist appointments, or treatment for autism spectrum disorder by a licensed health care practitioner or certified behavior analyst (Florida Statute 1003.21(2) (b)).
7. Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (Florida Statute 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies.

UNEXCUSED ABSENCES: Absences are excused only for the reasons previously listed. If absences are not excused, as defined in the previous section, the absences are considered unexcused.

MAKE UP WORK: Make-up work shall be accepted for full credit and grade for excused and unexcused absences. All make-up work must be submitted within two days upon return to the missed class, not including the day of return, for each day of an absence. When assignments are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

TARDINESS: Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of truancy.

ATTENDANCE

A tardy is excused for the same reasons that an absence is excused. Excused absences/tardiness include: illness, illness of an immediate family member, death in the family, required court appearance, special event, scheduled appointments, or communicable disease. Any excused tardy must be reported by through the Attendance Request Form, which can also be found on the school website under the "Parents" tab.

Tardiness is defined as a student not being inside the school by 8:25am. A student will be marked tardy at 8:26am. The tardy may be excused upon review by administration. EARLY SIGN OUTS: Students shall not be released within the final 45 minutes of the school day unless administration determines that it is an emergency.

HEALTH CONDITIONS

Please inform the school if your child is out sick with a diagnosed communicable illness.

Please keep your child home if your child has flu-like symptoms such as fever greater than 100.5, sore throat, cough, chills, body aches, etc. Also keep your child home for rashes, yellow eye drainage, or green-yellow phlegm from a cough or cold, diarrhea, etc.

Please inform the school if your child has any health conditions such as allergic reactions (TJA is a Nut Free school), Asthma, Diabetes, Cystic Fibrosis, Seizures, etc.

CARPOOL PROCEDURES:

Directions to The Jewish Academy

From I95: Exit Hollywood Blvd.

Go West to Park Road, make a right

At West Park Road, bear left

At N. 52nd Avenue, make a right

Right into The Jewish Academy

Parents must abide by the following security measures:

- Do not leave your vehicle unattended
- Drop off your child and progress through the carpool line
- Parents may not enter the school building during carpool times
- **A SECURITY** officer will be in place on campus at times including carpool
- Administration will be in the front of the school for carpool



RESPECT FOR LEARNING

The Jewish Academy's Core Middot are the foundation of this Code of Conduct. Our Core Middot are Shalom, Chessid, Emet, and Kavod.

Students have certain rights while attending school at The Jewish Academy. Students have the right to be treated with respect and honesty; students have the right to privacy; students have the right to a safe and orderly school.

Students have certain responsibilities while attending school at The Jewish Academy. Students have the responsibility to demonstrate character education traits; students have the responsibility to treat others with respect and honesty; students have the responsibility to respect the rights of others; students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others; students have the responsibility to provide information on any potential situations to a staff member or administration.

It is important for students to know their rights and responsibilities, which include obeying teachers and all other school employees and obeying each individual rule as defined by the school. Students are expected to honor their responsibilities and behave in ways that respect the rights of all. Consequences for unacceptable behaviors are found in the **CONSEQUENCES** section.

EXPECTED BEHAVIORS

- Treat others with respect and honesty
- Prepare for class by bringing paper, pencil, pen, books, and other needed supplies
- Complete all class work and homework
- Use class time properly
- Take home and return necessary forms
- Follow rules and regulations, including those for field trips
- Take care of and return all textbooks, library books, or other school-owned material
- Act responsibly on campus, on field trips and at all school-sponsored events
- Wear properly fitted safety-rated helmets when riding a bicycle. Law enforcement officers may issue traffic citations and assess fines to riders who do not comply (Florida Statute 316.2065)

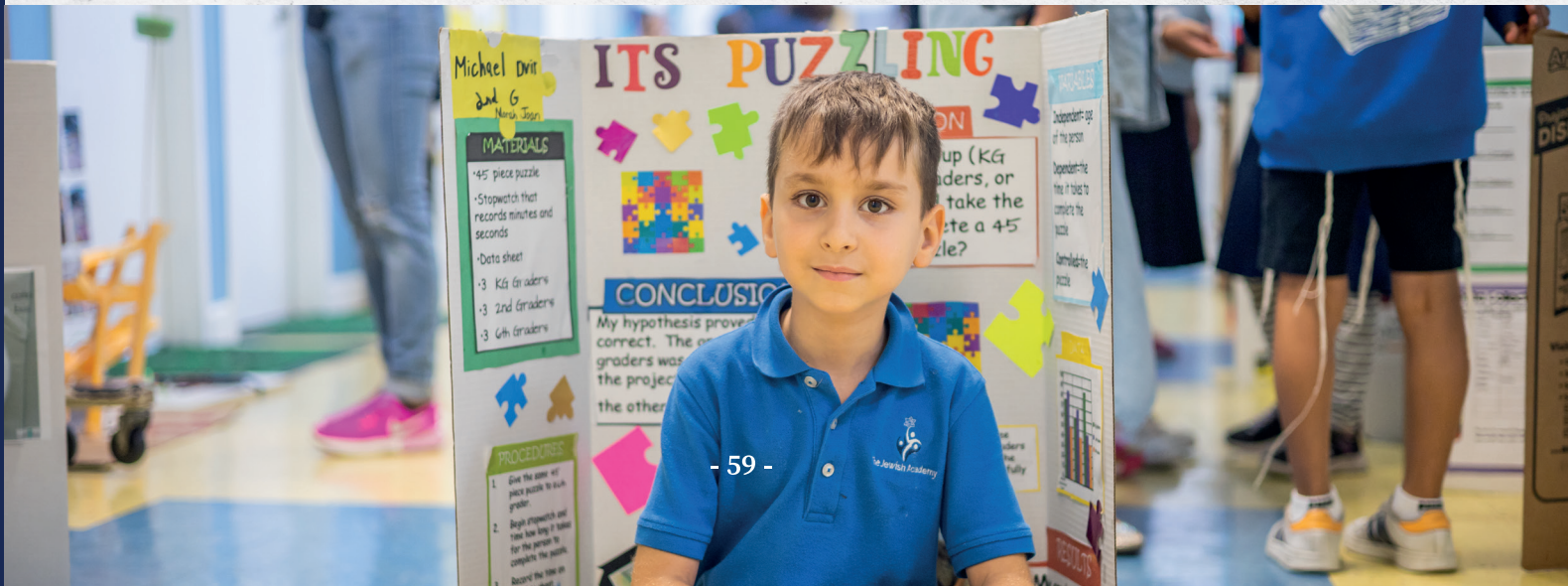
RESPECT FOR LEARNING

UNACCEPTABLE BEHAVIORS LEADING TO DISCIPLINARY ACTION

- Leaving class or school without permission
- Not attending school (truancy)
- Being tardy excessively
- Skipping class
- Out of assigned area
- Violating the dress code
- Taking, possessing, distributing, and/or transmitting pictures using a camera telephone
- Littering
- Chewing gum
- Disturbing the class or school by: being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, running in the halls, throwing objects, possessing or igniting fireworks or firearms, fighting, gambling, or bringing distracting items to school. Examples of distracting items include, but are not limited to skateboards, scooters, in-line skates/roller blades/heelies (sneakers with wheels), toys, playing cards, games, radios, audio recorders, or laser pens and other laser devices
- The possession of a wireless communication device which disrupts the educational process; the use of a wireless communication device during school hours
- Personal technology MUST be turned OFF and kept out-of-sight during school hours
- No cell phone, video, audio, voice-monitoring/recording or image capturing devices, or other personal technology may be used
- Behaving inappropriately on field trips
- Inappropriate displays of affection
- Possessing obscene material or drug paraphernalia
- Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Unauthorized possession or use of school documents or forms
- Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation, or intentionally providing misinformation
- Conducting, recruiting, or participating in youth gang activities on campus
- Using gang-related or cult-related gestures, language, and/or signs
- Unauthorized presence on school property
- Endangering the lives of students and staff by setting off unfounded fire alarms
- Gambling
- Sale or attempted sale and/or transmittal of drugs, alcohol, and/or tobacco products, ecigarette, vapor devices or similar, and/or authorized or unauthorized over-the-counter medications or prescription medications

RESPECT FOR LEARNING

- Possessing drug paraphernalia
- Bullying and/or harassment
- Cyberbullying
- Using insulting, abusive, profane, racially or offensive written or oral language, or making obscene remarks or gestures
- Harassing others because of age, color, gender, national origin, marital status or race
- Harassing others because of a disability
- Harassing others because of ethnicity, socio-economic background, or linguistic differences
- Harassing others because of physical appearance or for any other reason
- Hazing
- Threatening, stalking, hitting, or hurting a teacher or other school personnel
- Intentionally making a false accusation that jeopardizes the professional reputation, employment, or certification of a teacher or other member of a school staff
- Committing a hate crime
- Fighting
- Damaging, destroying, or vandalizing school property
- Misusing technology
- Starting a fire (arson)
- Committing petty theft
- Breaking and entering/burglary
- Having and/or hiding a weapon
- Threatening or hurting a person with a weapon
- Committing robbery
- Forcing someone to give money, possessions, or other things of value to another or oneself (extortion)
- Endangering the lives of students and staff by failing to report information
- Making a bomb threat
- Committing other criminal acts
- Any other applicable unacceptable behaviors



RESPECT FOR LEARNING

- Sale or attempted sale and/or transmittal of drugs, alcohol, and/or tobacco products, BULLYING as defined in Florida Statute 1006.147 includes Cyberstalking and Cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interferes with the individual's school performance or participation. It is further defined as unwanted, purposeful written, verbal, nonverbal or physical behavior, including, but not limited to, any threatening, insulting, or dehumanizing gesture, by an adult or student, that causes discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, and is carried out repeatedly and is often characterized by an imbalance of power. Bullying involves, but is not limited to:

1. Teasing
2. Social harassment
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Racial harassment
9. Public or private humiliation
10. Destruction of property

Cyberstalking as defined in Florida Statute 784.048(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying as defined in Florida Statute 1006.147 is the willful and repeated bullying or harassment and/or intimidation of a person through the use of digital technologies, or any electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic system, photoelectric system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted contents or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

RESPECT FOR LEARNING

Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

PERSONAL TECHNOLOGY: It is the policy of The Jewish Academy that all personal technology, including but not limited to: smart phones, cell phones, tablets, ipads, laptops, headphones, earbuds and etc. can NOT be used nor turned on during school hours.



INTERVENTION AND CONSEQUENCES

The Jewish Academy will make every reasonable effort to correct student misbehavior through applicable resources and to support students in learning the skills necessary to enhance a positive school environment and a respect for learning. The vast majority of disciplinary issues should be addressed at the classroom level by teachers. Students exhibiting serious or chronic behavior issues will be referred to the Dean of Students for the development of multi-tiered interventions to address targeted behavior problems.

Pursuant to Florida Statute 1006.08 and Florida Statute 1003.31, students who commit violent or disruptive behaviors that may pose a threat to the safety of school staff or students shall be assigned to the Dean of Students and the Guidance Counselor.

In all instances, school discipline will be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on particular circumstances of the student's misconduct.

It will not be necessary to use each consequence or to use consequences in the order listed below. However, as provided in the CONSEQUENCES section, certain specifics will apply. When students do not follow the classroom rules and expectations outlined in this Code of Conduct policy, one or more of the following actions may be taken until the problem is resolved:

- Dean of Students intervention
- Guidance Counselor intervention
- PBS Support Coach intervention
- Learning Packets
- i-Ready Lessons
- Writing Assignments
- Field trip omission
- Conflict mediation
- Alternative probationary contract
- Dean/Parent conference, including record review of Disciplinary action initiated by teacher
- Before or after school detention (parent responsible for transportation)
- Sunday School (parent responsible for transportation)
- Confiscation
- Alternative probationary contract
- In-school detention
- In-school suspension from classes and all school activities
- Out-of-school suspension from classes and all school activities
- Expulsion from classes and all school activities
- Referral to Special Investigative Unit/police
- Full restitution by parent(s) for damage done by student
- Any other applicable actions

INTERVENTION AND CONSEQUENCES

OUT-OF-SCHOOL SUSPENSION: When, by action of the school's administration, a student is removed from school and school-related activities on or off school grounds.

EXPULSION: When, by action of the school's administration, a student is permanently removed from school and school-related activities on or off school grounds.

ZERO TOLERANCE: Zero-tolerance refers to school discipline policies and practices that mandate predetermined consequences, typically severe, punitive and exclusionary (suspension and expulsion), in response to specific types of student misbehavior, regardless of the context or rationale for the behavior. Pursuant to Florida Statute 1006.13, the school shall promote a safe and supportive learning environment by protecting students and staff from conduct that poses a serious threat to school safety. The school upholds the right to apply the Zero-tolerance policy if deemed necessary. Zero-tolerance policies may not be rigorously applied to petty acts of misconduct and must apply equally to all students regardless of their economic status, race, national origin or disability.

Notwithstanding, any student who is attending school and is adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation of as defined by Florida Statute 1006.13 (b)(a) and, before or at the time of such adjudication, withholding of adjudication, or plea, the offender was attending a school attended by the victim or a sibling of the victim of the offense, the Department of Juvenile Justice shall notify the school of the adjudication or plea, the requirements in this paragraph, and whether the offender is prohibited from attending school where the victim or a sibling of the victim is attending the same school.

PERSONAL TECHNOLOGY CONFISCATION: The Jewish Academy upholds the right to confiscate any personal technology, including but not limited to: smart phones, cell phones, tablets, ipads, laptops, headphones, earbuds and etc. In the event that a student has personal technology that is visibly or audibly present, the school shall confiscate the device for 30 calendar days. The device will be returned to the parent by the Dean after the confiscation period has expired.



INTERVENTION AND CONSEQUENCES

INSPECTION OF PERSONAL PROPERTY: The school reserves the right to inspect and conduct a search of a student's personal property if deemed necessary by administration. The school has the right to seize and/or retain property disclosed by an inspection or search which is considered potentially harmful, dangerous, illegal or against school policy.

OFFENSES LEADING TO POSSIBLE IN-SCHOOL-SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

- Possesses/uses drugs, alcohol, mood-altering substances or any other unauthorized substances
- Transmits drugs, alcohol, mood-altering substances or any other unauthorized substances
- Commits Repeated Violations of Bullying
- Commits Repeated Violations of Harassment
- Commits Repeated Violations of Inappropriate Language
- Commits Repeated Violations of Disrespect to Staff
- Commits any act that substantially disrupts the orderly conduct of the classroom
- Commits any act that substantially disrupts the orderly conduct of the school
- Commits vandalism/damage to property
- Commits any physical attack or altercation
- Commits battery, the physical use of force or violence by an individual against another
- Commits a false accusation against school staff
- Commits a false fire alarm/911 call
- Commits trespassing
- Commits battery, the physical use of force or violence by an individual against another
- Possesses/displays/uses/transmits a Class B weapon, which includes laser pens/pointers and other laser devices used in a manner that could potentially harm or injure another individual
- Conducts, recruits, or participates in youth gang activity. This activity may include an association or group of three (3) or more persons who are gang-related individually or collectively who engage in a pattern of youth or gang activity and have a common name or common identifying clothing, jewelry, buttons, colors, signs, symbols, or markings with the intent to threaten and/or present a danger to public order and safety
- Electronic device – the use of an electronic device to possess, display, or transmit offensive images, images that depict inappropriate content, or the use of an electronic device to capture said images, or any other images of people which violates reasonable expectation of privacy
- Commits any harmful incident/other criminal actions resulting in the need for law enforcement consultation on School Board property, or during school sponsored events or activities not already set forth by SESIR guideline
- Uses the school technology and/or software for any unauthorized purpose
- Any other applicable offenses

TECHNOLOGY

Computers, networks, and online communications and information systems such as the Internet and e-mail are becoming more commonplace in our classrooms and school every year. Digital Resources for students provided by the school are becoming commonplace and accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

Use of the school district's technology and/or software for any unauthorized purpose is prohibited. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation.

Students have a responsibility to understand the difference between appropriate and unacceptable uses of online communications and information systems, the Internet and networks. Students have a responsibility to use online communications and information systems, the Internet and networks in a responsible, efficient, ethical, and legal manner in accordance with their educational mission. Students have a responsibility to recognize that the use of online communications and information systems, the Internet and networks is a privilege that can be withdrawn if they engage in unacceptable or illegal use of this resource. Students are expected to use technology responsibly.

The Jewish Academy acknowledges that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, the school has developed the following guidelines to provide direction for students and parents when using or accessing the school's tools, networks, online supports and resources to engage in social media activities.



TECHNOLOGY

The First Amendment, in general, protects the rights of individuals to participate in social media. However, the laws and courts have ruled that schools can discipline students and staff if their speech, including online postings, disrupts school operations or constitutes a violation of federal or state laws or school policies.

By utilizing social media, students and parents agree to abide by these guidelines. Please read them carefully before using, posting, or commenting on any social media sites. It is important to remember that parents and guardians play a critical role in supporting and reinforcing these objectives.

- Be Honest/Truthful: Always be transparent about who you are and who you represent.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Maintain confidentiality: Do not post any confidential or proprietary information in regards to yourself and/or others.
- Students should not offer any confidential information (place of residence, phone number, discretely identifiable information)
- Be Respectful: Avoid remarks that are off topic or offensive. Always demonstrate respect for others' points of view
- Never bully, pick fights, and do not respond to abusive comments.
- Think Ahead: Be smart about protecting yourself, your privacy and the privacy of others, and confidential or personal information. What you publish is widely accessible and will be around for a long time so consider the content and consequences carefully. Show good judgment as future employment and/or academic opportunities may be adversely affected by your comments.
- The Internet is not anonymous, nor does it forget: Everything written on the Web can be easily traced back to its author. Information is backed up often and repeatedly, and posts in one forum are usually replicated in others through trackbacks and reposts or references.
- Avoid "hazardous" materials: Do not post or link to any materials that are inflammatory, defamatory, harassing or indecent.



DRESS CODE

Appropriate Orthodox dress and grooming is vital to a positive learning environment. School Uniform is mandatory. Students have a responsibility to dress neatly and appropriately. Students have a responsibility to be clean and well-groomed. All students are expected to honor their responsibilities and dress in accordance with the School Uniform Policy:

- Footwear must be worn at all times. Backless footwear, sandals, sling-backs, or open-toed footwear are not allowed. Socks may not be worn with backless shoes as a substitute back for backless shoes. Parent should ensure that the footwear their students wear to school does not impede their safety.
- Any items or markings which are suggestive, indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, national origin, race, socioeconomic background, physical appearance, or on any other basis are not allowed.
- Head coverings including caps, hats and hoods are not allowed unless they are necessary for athletics.
- Sunglasses may not be worn unless a doctor's authorization is on file.

Male students must abide by the following policy:

- Kippahs: mandatory
- Shirts: School issued (school logo, collared, blue or white)
- Pants: Dress pants (black, navy or tan)
- Sweatshirts: School issued (school logo, blue or white)
- Jewelry: prohibited
- Tefillin: mandatory for age 13 and above

Female students must abide by the following policy:

- Shirts: School issued (school logo, collared, blue or white), reach elbow, cover collarbone
- Skirts: Dress skirts (black, navy or tan), cover knee
- Sweatshirts: School issued (school logo, blue or white)
- Makeup: optional, modest and conservative

Uniform articles may be purchased by contacting school administration. Students who do not abide by the policy will not be permitted onto school campus. Inappropriate sweatshirts, jewelry, etc. will be confiscated for 30 calendar days (in accordance with the personal technology policy). In the event that a student alters their clothing upon entering the school, the student will be required to purchase the uniform articles via school administration. The applicable parents will be financially responsible and billed accordingly via credit/debit.

PARENT RESPONSIBILITIES

NUT FREE SCHOOL

The Jewish Academy is a Nut Free School. Parents and students may not bring food or beverages containing nuts.

KOSHER FOOD

Parents should provide their child daily with a Healthy Kosher Certified lunch with proper Rabbinic Supervision; Acceptable certification agencies are O-U, O-K, Star-K, Chaf-K, CRC, ORB and KM.

SCHOLARSHIP COMMITMENTS

Parents commit to comply with all applicable scholarship requirements, including but not limited to the Mel Landow Scholarship, the Step Up For Florida Scholarship, FES, and the VPK Scholarship.

LASHON TOV COMMITMENTS

Parents agree to strive to live by the Jewish values of the school. Parents agree to strive to treat all school families, employees, and administration with respect and kindness. Included in this commitment is a commitment to never speak or spread lashon hara about the school, parents, teachers, or staff members in the community in public communications, whether spoken or written (including but not limited to social media and whats app). **Parents understand that accusatory or critical language about parents, students, or TJA staff members on any public forum without their knowledge or consent is a violation of the school's code of conduct and is grounds for removal from the school. School or class concerns should be addressed in a constructive, direct, and non-public manner with the appropriate school representative.**

LATE PICK UP FROM SCHOOL

Parents are responsible for ensuring prompt pick up of their child. The latest to pick up your child is Monday to Thursday at 4:15pm and Friday at 2:15pm. If a child is picked up to school late and not enrolled in the afterschool program, the school may charge \$1.00 for every minute late. Administration may levy additional late fees at their discretion.

RELEASE OF PICTURES

Parents provide permission for their child to be photographed and videotaped for school publications and/or media, or for instructional and observational purposes, without compensation or prior approval. Parents may deny permission on written request to the Jewish Academy Board.

PARENT RESPONSIBILITIES

Parents must be involved in the education of their children and have the responsibility to comply with the following set of requirements:

- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes
- Ensure their child attends school on a regular basis and on time
- Notify the school of absences or tardiness in a timely manner
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities
- Ensure tuition is paid on time and in full
- Acknowledge that medicine will only be administered in accordance with school policy and at the discretion of the school
- Ensure their child is current with all health vaccinations
- Ensure their child abides by the Dress Code Policy
- Acknowledge their rights regarding the privacy and confidentiality of student records that are maintained by the school
- Acknowledge their right to request Parent/Teacher conferences
- Acknowledge that images/videos of their child may be used for school publications
- Acknowledge the ability to communicate with applicable staff members via school affiliated methods of contact rather than personal methods of contact
- Monitor their child's academic and behavioral progress
- Speak with their child about academic and behavioral expectations
- Teach their child to respect the rights and property of others
- Ensure their child demonstrates legal, ethical and responsible use of technology including social networks, digital tools, the Internet and software
- Acknowledge that the school is not required to provide supervision more than 25 minutes prior to the official starting time, nor required to provide supervision for more than 45 minutes after the official closing time
- Acknowledge that the school nor its employees will be held liable for prohibited items that are lost or stolen; or personal technology that is lost or stolen
- Acknowledge and abide by all applicable security requirements
- Parents should monitor the Jewish Academy website for the most up to date Code of Conduct.
- Acknowledge any other applicable responsibilities



POSITIVE BEHAVIOR SUPPORTS

2022 - 2023

POSITIVE BEHAVIOR SUPPORTS

A critical aspect to the successful management of any school is a strong positive behavior system (PBS). At The Jewish Academy, our PBS is designed to build a positive culture through building our students to love themselves, love others, and love learning. We develop this culture in a number of ways including:

PBS Scheckles Program

- Students earn Scheckles in celebration of good choices behaviorally and/or academically. Weekly, they can exchange their own scheckles or pool together with a friend to buy cool prizes from the PBS Kart.

Achievement Breakfasts

- The Achievement Breakfast is a special, catered ceremony that we host every two months to recognize and celebrate those who have reached milestones in their academic and behavioral accomplishments. At this breakfast, we also recognize two individual students from each grade who have gone above and beyond what is required of them.

Middos Days

- Every month we have a Middos (ethics) day where students are allowed to wear specific, pre-approved inspirational T-shirts that spread a positive ethical message, which helps to create our positive culture of accountability.

Honor Rolls

- Every trimester, all students who have made honor roll with a GPA above 3.0 will have their names prominently displayed outside the Principal and/or Dean's office.

Honors Field Trip

- Our students consistent hard work is rewarded once more at the end of the year with our annual Honor's field trip. This is a fun and education field trip that rewards those students who have reached the highest level of academic and behavioral achievement.

Honors Field Trip

- Weekly shout outs of students who represent our Jewish values.

INTRODUCTION TO POSITIVE BEHAVIOR SUPPORTS (PBS)

What is the PBS Shekels Program and why is it effective?

PBS stands for “Positive Behavior Support”. Research shows that when students receive positive reinforcement for their good behavior it increases the probability that students will exhibit positive behavior in the future.

“Consequences can be divided into two major types, positive and negative. A positive consequence, often referred to as reinforcement, is a means by which teachers can increase the probability that a behavior will occur in the future. A negative consequence is a means by which the teacher can decrease the probability that a behavior will occur in the future” (Quoted from page 6 of the Perspectives & Resources section of the IRISCENTER website). Of course, due to it being necessary, students that misbehave receive negative consequences. But how about when a student does the right thing? What type of positive affirmations do they receive for their good behavior? Good grades are of course extremely important. However, as research shows, students need to receive additional forms of positive reinforcement to increase the likelihood that they act in a similar manner in the future. They need to receive something more tangible. Something that a kid can really buy into. And that's why we here at TJA have created the PBS Shekels Program. This accomplishes two unequivocally important things:

1 It encourages students to do the right thing.

2 For students, it creates a deep rooted association between doing the right thing and feeling good about it.

IT PAYS TO BEHAVE



How many PBS Shekels can students earn and when?

- A student can earn 1 Shekel a day during Tefillah (davening).
- A student can earn up to 3 Shekels a day in their Secular studies classes.
- A student can earn up to 6 Shekels a day in their Kodesh studies classes.
- That means a student can earn up to a combined 10 Shekels a day (there are bonus Shekels that can be earned as well).
- If earned by the students, Secular studies teachers are to hand out 1 shekel to each student, three times each class. In the beginning, middle, and end of class.
- If earned by the students, Kodesh studies teachers are to hand out 2 shekels to each student, three times each class. In the beginning, middle, and end of class.
- Every day, the student of the day in each class, will be awarded a bonus sum of Shekels. The student of the day is defined as the student that performs best in class that day. The daily bonus handed out by the Secular studies teacher in each class will be a 5 Shekel bonus. The daily bonus handed out by the Kodesh studies teacher in each class will be a 10 Shekel bonus. A student can only win this bonus once a week in both their Secular and Kodesh studies classes.
- The student of the month in every grade, which means the student that spends the most Shekels that month in their grade, will receive a 20 shekel bonus from me personally (Jacob) at the end of the month.



Prizes

- The PBS Kart will be coming around to each class approximately once every other week. At such times students will be able to purchase prizes from the PBS Kart with the Shekels they've earned.
- 30 Shekels = 1 selection.
- 40 Shekels = 2 selections and a ticket to the upcoming Mega Raffle.
- 45 Shekels = 3 selections and a ticket to the upcoming Mega Raffle.

Raffles

- **Mega Raffle:** This Raffle takes place approximately once every other week. A student must spend 40 Shekels during the week the PBS Kart comes to their class to enter into this Raffle. The prizes that will be given for this Raffle include a choice between either a basketball, football, soccer ball, or a \$15 Walmart gift card (or Amazon card etc).
- **Ultra Raffle:** This Raffle takes place approximately once every other month. A student must spend 250 Shekels over the span of that approximate two month period to enter into this Raffle. The prizes that will be given for this Raffle include either an Apple Watch, Galaxy Watch, or Bose Earbuds. The prize for each Ultra Raffle will be predetermined (already chosen for that Ultra Raffle).

Legends Raffle: This Raffle takes place once at the end of the school year. A student must spend 1,250 Shekels from the beginning of the school year, up to and including, the last time the PBS Kart comes to their class to enter into this Raffle. The prize that will be given for this Raffle is an electric scooter.

PBS BREAKFAST



They say breakfast is the most important meal of the day. A PBS Breakfast takes this saying to a whole new level. On that note, this year we are introducing the new and improved version of the PBS Breakfasts Reward Program. Once a month on every Rosh Chodesh (start of the new Jewish month), all students will be celebrating with a special breakfast. Here's where things get extra exciting. Students, based on how many PBS Shekels they spend, can earn breakfasts with more and better selections of food.

Here's how it works:

OK

Every student will receive the Basic Breakfast Selection which will include cereal and milk

All-Star

For students that shine bright as stars...

If a student spends an average of 30 shekels a week over the course of that month, in addition to receiving the Basic Breakfast Selection, they will also receive the All Star Breakfast Selection which includes cereal and milk and bagels and cream cheese.

Super

For students that shine bright as commits zipping across the night sky

If a student spends an average of 40 shekels a week over the course of that month, in addition to receiving the Basic Breakfast Selection and the All Star Breakfast Selection, they will also receive the Super Star Breakfast Selection which includes cereal and milk, bagels and cream cheese, and chocolate milk.

HOF

For a student that performs absolute magic and shines as bright as the Sun itself

If a student spends an average of 45 shekels a week over the course of that month, in addition to receiving the Basic Breakfast Selection, the All Star Breakfast Selection, and the Super Star Breakfast Selection, they will also receive the Hall of Fame (HOF) Breakfast Selection which includes cereal and milk, bagels and cream cheese, chocolate milk, and pancakes.



PBS FIELD TRIPS

- There's an amazing world to explore out there. Time for students to go explore it! As part of the PBS Program, every class is going to be going on two exciting field trips over the course of the school year. Every student in each class will be going on both field trips. Field trips will consist first of an educational part, followed by an exciting activity.

- Here's where it gets more interesting...

- Students can receive bonus treats while on the field trips based on how many Shekels they spend during the school year. The exact field trips students will be going on, what types of treats students can earn while on these trips, and how many Shekels need to be spent to earn these extra treats, will be announced. These will be exciting adventures and each students' part is to earn those extra. Shekels and take these awesome experiences to the next level!



PBS VALUES: 5 types of positive behavior that earn PBS Shekels.

1

Clean learning environment:

- Clean desk space
- Helps clean class

2

Professionalism towards learning:

- Brings supplies
- Does homework
- Prepared for class
- Keeps to dress code
- Submits assignments on time.

3

Effort in Learning:

- On task
- Asks good questions
- Demonstrates learning growth.

4

Jewish Values:

- Kind
- Respectful
- Truthful
- Peaceful

5

Class learning procedures:

- Bathroom breaks.
- Lineups.
- End of day cleanup procedure.
- Raises hand in class.
- Speaks in turn.

KEEPING TRACK OF SHEKELS

All Shekels spent by a student when purchasing prizes from the PBS Kart will be marked down and kept track of. This is done so if a student spends a certain amount of Shekels they'll:

- A) Automatically qualify for different types of PBS Raffles
- B) Receive more and better types of PBS Breakfast selections
- C) Receive different types of additional treats while on PBS Field Trips

All Shekels spent by a student when purchasing prizes from the PBS Kart will be marked down under their name and their name only.

A student can't claim that they weren't in school enough days to earn enough Shekels to spend. It should go without saying that consistent attendance is important and plays a big part in earning Shekels.

After being tardy 3 times in a trimester a student won't be able to...

- 1) Purchase from the PBS Kart the next time it comes around to their class
- 2) Participate in the upcoming Ultra Raffle.



The Jewish Academy



SPECIAL ACADEMIC SERVICES & SPECIALS COURSES

2022 - 2023

SPECIAL SERVICES

SPECIAL EDUCATIONAL SERVICES AT THE JEWISH ACADEMY INCLUDE:

SCHOOL PSYCHOLOGIST:

Jonathan Hirsch has worked as a Licensed School Psychologist for the over twenty years. He has extensive experience working on issues related to academic motivation, self esteem, and peer social interaction. Jonathan speaks English, Hebrew, and Spanish. For younger students, he is experienced in using play theory and role play modeling.

TITLE I TUTORING:

Funded by the Federal Government, our two Title I teachers provide qualifying students one on one/small group academic support in key areas of need. Students are typically pulled out of class two to three times a week for support in Math or Reading. Instructional time for each session varies between 30 minutes to an hour.

PRIVATE TUTORING:

An array of private tutoring options are available for parents. Our experienced tutors work closely with our teachers to tailor tutoring time to students needs. Tutoring can be arranged during the school day or after school at parents discretion. The cost of private tutoring ranges from \$20 to \$30 an hour.

ENGLISH/HEBREW SUPPORT:

For our ESOL (English to Speakers of Other Languages) students and for students in need of remedial support in Hebrew, we provide small group tutoring two to three times a week. Sessions range from 30 minutes to an hour each.

SPECIAL COURSES

At the Jewish Academy, we believe in developing the whole child. Our educational plan includes specials/electives in the following areas: **Limudei Kodesh, Coding, Art, & Physical Education.** Learn more about our specials courses in the pages to follow.

KODESH/ JEWISH VALUES HEBREW

TJA was founded to provide a quality Jewish Education for every Jewish Child.

The Jewish Academy is an Orthodox school that takes pride in teaching Jewish tradition with love and care. We accommodate families with different levels of observance and backgrounds in order that all will feel welcome. Our curriculum is designed to give students a rich Jewish experience, in order that students with various background knowledge in Judaism can participate with confidence. Among the Jewish experiences our students participated in this past year include:

- Oneg Shabbos
- Chagim Events
- Purim Carnival hosted by students
- Lag B'Omer Carnival
- The Pesach Matzah Bake
- The Jewish Academy Seder
- Challah Bake
- Shavuot Cheesecake Bake
- The Bracha Bee
- Mishmar for Boys and Girls
- Yom Haatzmaut Concert
- Morning Tefillah
- The Torah Values Fair

Our Kodesh curriculum is designed to provide our students with a strong foundation in Jewish history, Jewish law, Hebrew Language and Culture. We learn about the chagim, the weekly Torah portion, and Jewish values. The Jewish Academy subscribes to the essential importance of Jewish Values. While many feel that the boundaries of a day school education are limited to knowledge and skills, we feel that it is our duty to become your partners in teaching children kindness, truth, peace, and respect. These four Jewish values are taught and practiced in every class at The Jewish Academy. Our Judaic and General Education staff includes these values into our curriculum and even our coach ensures that every game is played in line with our Jewish values.





CODING

Computational thinking helps nurture problem-solving skills, logic, and creativity. And technology is transforming every industry on the planet. Students today should learn how to create technology, not just use it. By starting early, our students will have a foundation for success in any 21st-century career path. Students in Grades 2nd-8th Grade receive an at least an hour of coding a week. We use a combination of Code.com, Scratch, and an Hour of Code to teach our students this important twenty first century skill. Our Coding Program is designed for students with different backgrounds and levels.

Elementary school					Middle school			High school				
K	1	2	3	4	5	6	7	8	9	10	11	12
										Coming in 2022 CSA		
									CS Principles			
						CS Discoveries						
CS Fundamentals												
Pre-reader Express		CS Fundamentals: Express										

ART

We love to make Art fun and engaging for students of all ages. Throughout the younger grades in our school, nearly every lesson is taught through its own unique art project. Elementary and Middle School students have Art twice each week. Our instructor follows a structured curriculum which introduces our students to different styles of art and helps them develop their own creative expression. Most of our art projects spend time decorating the walls of our school before they are sent home to be enjoyed in their new home!

Additionally, each year, 1st and 2nd grade students express their excitement towards receiving their Siddur and Chumash through a breathtaking drama production. The Chumash and Siddur presentations have become a marker of excellence at TJA.



PHYSICAL EDUCATION

The Jewish Academy aligns our Physical Education Program to the SHAPE America's National Standards & Grade-Level Outcomes for K-12. SHAPE defines what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. A list of our core physical education standards can be found below:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



STUDENT LIFE

The Jewish Academy strives to be more than a school. We are a community, and a family. One of the great Rabbis of the past 100 years, Rav Wolbe, once said the key to chinuch up through bar/bat mitzvah is “simchas chaim” (love of life). It is our highest mission to build happy children, with a passion for learning. In order to build this culture, we support our students in a number of ways.

Camp Yehudi Extra-Curricular Activities/Clubs:

Extra-curricular activities are an important part of our school culture. Among the activities/clubs are students have participated in include:

- Chess Club
- Ballet
- Sports Program
- Math Lab
- Robotics Club
- Art Club
- Weekly Boys and Girls Mishmar

Field Trips:

Field trips are a great means for our students and teachers to build and grow relationships. Among the field trips our students have participated in include: Overnight camping at Oleta River State Park, Boomers Amusement Park, Parrot Jungle, Ninja Lounge, Marlins Park, Canoeing at Westlake Park, and Universal Studios, etc.

School Academic Fairs:

The Math to Life Fair, The Science Fair, The Art Showcase, Career Week, The Jewish Values Fair, etc.

Other Events:

- Chessed projects: Volunteering at the Kosher Food Bank, visiting a nursing home for Purim, students hosting a Purim Carnival for the entire school, and more chessed and student Empowerment!
- The Scholastic Book Fairs



Mordech

alat



COMMUNITY

HaRav Yehuda Kornfeld was the founding Principal of Masoret Yehudi/ The Jewish Academy. He has taught and inspired thousands of Israelis within our community. Please join him for his dynamic programs with students, and his inspiring classes taught in the homes of our parents. He is always available for anyone who wants to learn and and grow!

(786) 877-0061
yehudakorn@gmail.com

Rabbi Kornfeld organizes a number of community events including:

- Community Kabbalat Shabbat
- LightHouse- host a Shiur Torah in your Home
- Chavruta-- learn with the Rabbi
- Shomer Shabbat- come to the Rabbi for Shabbat
- Kashrut- learn about Kosher and Kosher your home



SCHOOL COMMUNICATION & CONTACTS

2022 - 2023

PARENT COMMUNICATION

School Phone Number & Text Line

Parents may call the Jewish Academy at (954) 457-3899. However, due to a high volume of calls, if the line is busy, parents must send an SMS text message to the school text line at (954) 231-3477. During school hours, parents can expect a response time of between 1-30 minutes to all texts. Texts received after school hours will not be answered until the next school day. Texts received Friday after 2:15pm will not be answered until Monday. Please start each text message with your child's name & grade.

Staff Text Line

Each staff member in the Jewish Academy has a school email address and text only phone number. Any texts send to a teachers number will automatically be routed to their email address. Please start each text message with your child's name & grade. Parents should not expect an immediate response to texts sent to teachers. Teachers are directed not to answer parent texts/-tickets during teaching hours as their focus is on their students. Rather, teachers are expected to respond to all parent emails/texts within 24 hours. Emails/texts sent Friday are not expected to be answered until return to business hours on Monday. Parents are not to contact any Jewish Academy staff member on their personal email or phone number. Should a parent want to arrange a phone call or Zoom meeting with a staff member, this may be requested in writing to the teacher or appropriate school representative.

Important School Email Addresses & Text Line

TJA Front Office	- Front Desk	info@tjastaff.com	9542313477
Chaim Albert	- Head of Schools	rcalbert@tjastaff.com	9542313427
Moshe Hecht	- Chief Academic Officer and 7th-10th COO	mhecht@tjastaff.com	9542311357
Zak Kertesz	- EC-6th Grade Chief Operations Officer	zkertesz@tjastaff.com	9542311719
Mina Edry	- Director of Early Childhood	medry@tjastaff.com	9542311806
Gina Etgar	- Scholarships/Tuition Payments	getgar@tjastaff.com	9542312738
Louise Uzan	- Admissions	admissions@tjastaff.com	9542313198



NEED US?

TEXT US!

(954)231-3477

**Quick question for the school
office staff?**

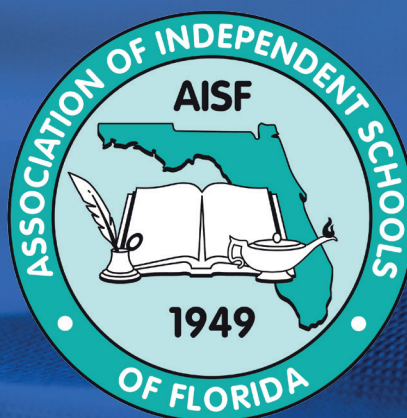
School office line busy?

**Urgent need requiring a
quick response?**

Need to reach a staff member?

**TEXT ONLY LINE
IF YOU WANT SOMETHING DONE, TEXT**

(954)231-3477



**For more information on The Jewish Academy
Check Out:**

WWW.TJAONLINE.COM

5100 Sheridan Street, Hollywood, FL 33021
info@thejewishacademy.us | Tel: (954) 457-3899

Info@tjaonline.com | Tel: (954) 457-3899



2022-2023

