



October 17, 2023

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Request for Approval of a Private School Expansion to Include Grades 1 & 2.
Tamim Academy School - 8 Museum Way, Cambridge, Massachusetts 02141.

Recommendation: That the School Committee approve in accordance with M.G.L. Chapter 76, Section 1, the grade level expansion of Tamim Academy Cambridge Preschool of the Arts (POTA) to include grades 1 and 2.

Description: Under Massachusetts General Laws, Chapter 76, Section 1 (compulsory attendance law), the School Committee is required to approve private schools. The School Committee's approval under the statute means that children attending the private school may do so without violation of the compulsory attendance law. In giving an advisory opinion of the law as it relates to the committee's liability, the Massachusetts Department of Education has stated, "...that the School Committee's liability would be circumscribed by the fairly limited approval function that G.L. Chapter 76, Section 1, prescribes as long as the School Committee acts reasonably and in good faith."

Tamim Academy, currently located at 8 Museum Way, Cambridge, Massachusetts, is established under the guidelines of the Tamim Academy Preschool of the Arts (POTA) Leadership and is subject to its rules and regulations.

Enclosed is a written report from the school detailing various aspects of the school according to the suggested guidelines from the Department of Education.

Supporting Data: M.G. L. Chapter 76, Section 1

Respectfully submitted

A handwritten signature in cursive script that reads "Victoria L. Greer".

Victoria L. Greer, PhD
Superintendent of Schomols



Carolyn L. Turk, Ed.D.
Deputy Superintendent for Teaching & Learning
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Memorandum

To: Victoria L. Greer, Superintendent of Schools
From: Carolyn L. Turk, Deputy Superintendent
Date: October 10, 2023
Re: Approval of Private School Expansion to Include Grades 1 & 2 - Tamim Academy School

In preparation for the School Committee meeting on 10/17/23 and the presentation of request for grade expansion approval by the Tamim Academy; the information that follows is a summary of the “why” behind CPS involvement in the approval process for Tamim Academy and key category findings of the review as outlined in DESE’s *Advisory on Approval of Massachusetts Private Schools - Pursuant to Mass. Gen. Laws c. 76, § 1*.

Tamim Academy is a private school currently located at 8 Museum Way in Cambridge in dedicated space provided by the Regatta Riverview Residences Association. The Academy is an offshoot of the Cambridge Preschool of the Arts which was founded in 2016. Note: The current preschool program is aligned with criteria outlined by the MA Department of Early Education and Care (EEC).

At this time, Tamim Academy is requesting approval of a grade level expansion to include grades 1 & 2. This grade level expansion will result in a school structure designed to serve an approximate enrollment of forty (40) students representing the following grades: preschool; prekindergarten; kindergarten; grade 1; and grade 2.

The review, both program and safety, was conducted by Deputy Superintendent Carolyn L. Turk. A draft proposal was first presented to CPS on August 15, 2023. The final proposal was submitted to CPS September 11, 2023 and the review process concluded on October 6, 2023.

For your convenience, a copy of the DESE required documentation for Tamim Academy is attached. I have reviewed this documentation submitted by Tamim Academy, have toured the classroom space at 8 Museum Way and can certify that all requirements of M.G.L Chapter 76, Section 1 have been met.

Should you have questions regarding this proposal, I will be happy to assist.

Advisory on Approval of Massachusetts Private Schools
Pursuant to Mass. Gen. Laws c. 76, § 1

Advisory Excerpt (10/02/07):

“School committees and superintendents of schools periodically ask about their responsibilities in approving private schools in their community. This memorandum, which updates and replaces an advisory that the Department of Elementary and Secondary Education published in 1982, provides guidance to local school officials on this issue.

In order to educate students of compulsory school age (6-16) in Massachusetts, a private school, including a school with a religious affiliation, must obtain the approval of the school committee of the city or town in which the school is located. The Massachusetts compulsory school attendance law, General Laws c. 76, § 1, sets the standard by which school committees must evaluate private schools. The pertinent section provides as follows:

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

A private school located in a town is required to seek approval from the school committee of that town, whether or not children from the town attend the school. A school committee's approval under G.L. c. 76, § 1, means that Massachusetts children attending the private school may do so without violation of the compulsory attendance law. School committee approval is neither an evaluation of program quality nor an endorsement of any particular school. The decision to enroll a child in, or to withdraw a child from, a particular private school is one that parents must make.”

Key Review Findings as of 10/06/2023

All state required documentation reflective of both program & safety is in order.

What follows is a list of observed evidence of readiness for approval of a private school by a School Committee.

- ***Population to be served*** as stated in the proposal will result in a school structure designed to serve an approximate enrollment of forty (40) students representing the following grades: preschool; prekindergarten; kindergarten; grade 1; and grade 2. The proposal covers both SY:2023-2024 and the anticipated build out through 2026.
- ***Curriculum*** is outlined in the proposal, aligned to national Tamim Academy guidelines, and commensurate with curriculum & instruction offered by the Cambridge Public Schools.
- Evidence of adequate ***Educational Materials*** was observed by the Deputy Superintendent during the 10-06-2023 site visit. All materials are consistent with Tamim Academy guidelines.

- **Administration & School Staff:** The school is organized to include the following positions - Spiritual Advisor; Head of School; Director of Education; Director of Child Development Literacy Specialist; 2 classroom teachers; Director of Admissions; and an Office Administrator.
- **Student Services:** The school is prepared to meet the needs of the 2023-2024 school year and will continue to build capacity as the enrollment grows over the next several years.
- **Financial Support:** The school is supported through its status as an LLC of Chabad Lubavitch of Cambridge.
- **Student Learning Time:** Student learning time per year is consistent with Massachusetts guidelines.
- **Student Performance Assessment:** Student Assessments are consistent with Tamim Academy guidelines.
- **Certificate of Occupancy** is currently filed under the Regatta Riverview Residences Association's name, however a certificate for the two floors where Tamim Academy classrooms are located has been awarded by the Office of the Cambridge Building Inspector.
- A **Fire Inspection Review** was completed on 07-06-2023. No issues identified.
- A **Pest Control Inspection** was completed as required. No issues identified.
- **City of Cambridge Inspectional Services** completed a walkthrough of the site on 08-21-2019. No issues identified.
- **City of Cambridge Inspectional Services** awarded a Food Establishment Permit certificate on 06-01-2023
- An **ADA Review** of the space was completed as required. No issues identified.
- **Mold Review Certificates** are in order. No issues identified.
- An **Emergency Plan** booklet is complete and accessible. Emergency procedures are also strategically posted throughout the site.
- **Building Allergy Certificates** are in order. No issues identified.
- A **site visit of the Tamim Academy School** located at 8 Museum Way was completed on 10-06-2023 by the Deputy Superintendent for the Cambridge Public Schools. No issues identified.



PARENT HANDBOOK

Tamim Academy
Cambridge Preschool of the Arts
2023-2024



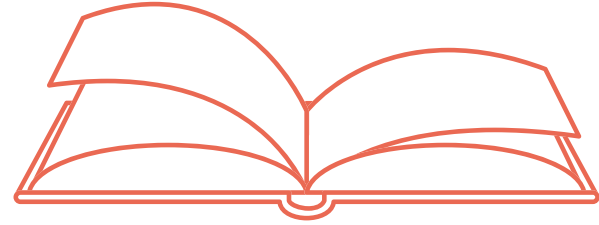


TABLE OF CONTENTS

CONTACT

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ABOUT TAMIM ACADEMY

Vision, Mission, Values
Tamim HQ
The Tamim Model
Learning Principles
Learner Outcomes
Educational Methodology
Discipline and Conduct
Educators

LOGISTICS

The School Day
Emergency Procedures
Health and Safety
Food

COMMUNICATION

Communicating About Progress
Contact Guidelines
How to Raise Concerns

We encourage you to review everything here and to use it as an ongoing reference. The Parent Handbook and this Policy Guide may be amended from time to time. We will notify you if we make any significant changes during the school year.

Vision

Every Jewish child receives a personally fulfilling Jewish education that enables them to flourish in the present and future.



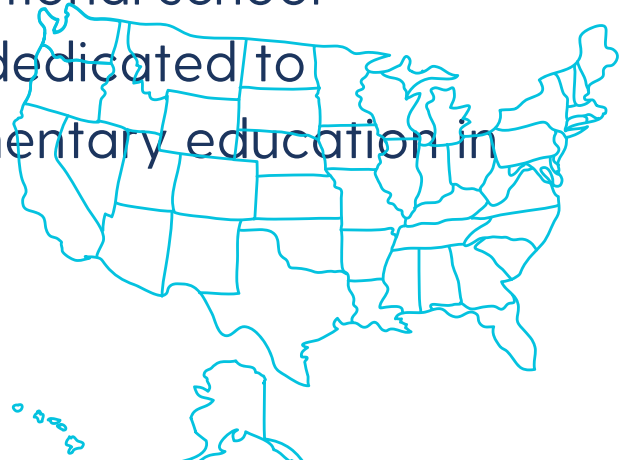
Mission

We prepare students for purposeful lives by empowering them with a positive self-concept, a passion for learning, and eternal values.

Core Values

Growth צמיחה
Connection קשור
Integrity תמימות
Joy שמחה.
Giving חסד

Tamim Academies is a national school network and movement dedicated to transforming Jewish elementary education in North America.



OUR WORK

Tamim HQ provides critical support from concept and design principles to curricular materials, technology tools, and ongoing professional learning and development support. The Tamim network makes it possible for communities of all sizes to build a high quality new school.

Tamim's ultimate goal lies beyond the walls of our schools. By creating the Jewish Day Schools of the future, today, we're revolutionizing the way Jewish children learn and we want to share it nationwide.

Together, we will prepare the next generation of Jews to take on the world.

Schools

Austin, TX

Boca Raton, FL

Burlington, VT

Cambridge, MA

Greenwich, CT

Miami, FL

New York City, NY

Queens, NY

Salt Lake City, UT

York Region, Ontario

Our Roots

תמים [ta-meem]

adjective **complete or whole**

Each student is lovingly called a “tamim,” meaning pure, perfect and complete. This tidbit packs a vital message: quality Jewish education begins with the assumption that each child is inherently holy and good.

This concept of “wholeness” becomes the foundation of a new model of Jewish education.



The Tamim Model



Individualized, Child Centered Focus

Learner-centered education begins with a set of beliefs about each learner: We believe that each learner is unique, has unbounded potential, and an innate desire to learn. Our educators facilitate this by guiding every student to establish and work toward a set of personalized goals. Every day, each child's potential is fostered and nourished.

The Whole Child Approach

Our whole-child approach assures significant amounts of time and attention are dedicated to more than just academics. Our schools prioritize long term social-emotional and spiritual health in order to fulfill our mission of developing kindness, self-efficacy and purpose in each student. This gives our students the skills and confidence they need to succeed in the world—and make a difference in their own unique ways.





Integrated Curriculum

As the world outside of school becomes increasingly complex, it is ever more critical for us to help students to view their learning - and the formation of their identities - in a holistic way. Our schools push beyond the traditional paradigm of separating our “real lives” from our Jewish lives. Our interdisciplinary units are built with fluidity between general and Judaic studies, connecting students to the real-world application of their “whole” knowledge and selves in meaningful ways.

Immersive Hebrew Language

The early acquisition of Hebrew as a second language is powerful. It builds the brain’s capacity, develops aptitude for Jewish learning and is a strong basis for a lifelong connection to the land and culture of Israel and the construct of a powerful Jewish identity. In addition to formal language instruction, we seamlessly incorporate Hebrew into various non-academic parts of the day so that students can practice what they learn in natural contexts.



Future Forward

We prepare our students to gain admittance to the high school of their choice and for lives that are meaningful, productive, and happy well into the future.

Principles of Learning



1 Physical, social, and emotional health affect learning

2 Enduring and transferable understandings take time and practice

3 Experiences that feel relevant and capitalize on individual abilities and strengths lead to more impactful learning

4 Humans learn from and with each other

5 An understanding of the way one learns improves learning

6 Learning is more lasting when one is cognitively engaged in the process

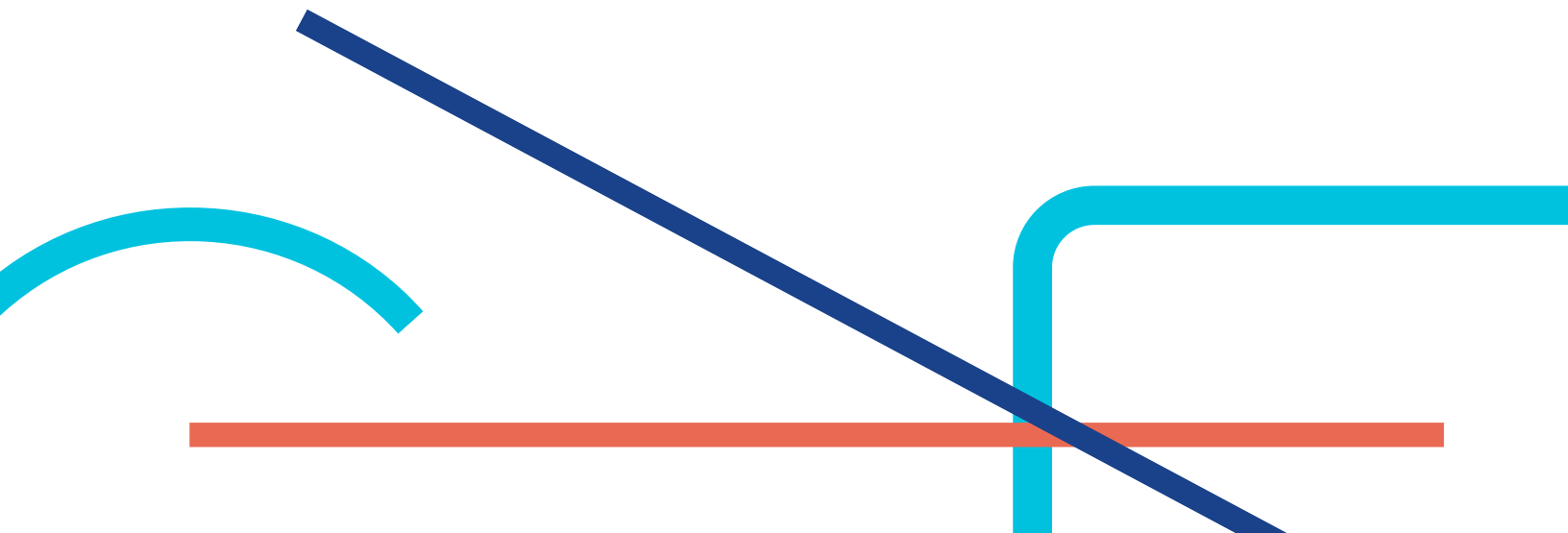
7 Mistakes, confusion, and discomfort are necessary elements of learning

9 Brains like novelty, but too much leads to cognitive overload

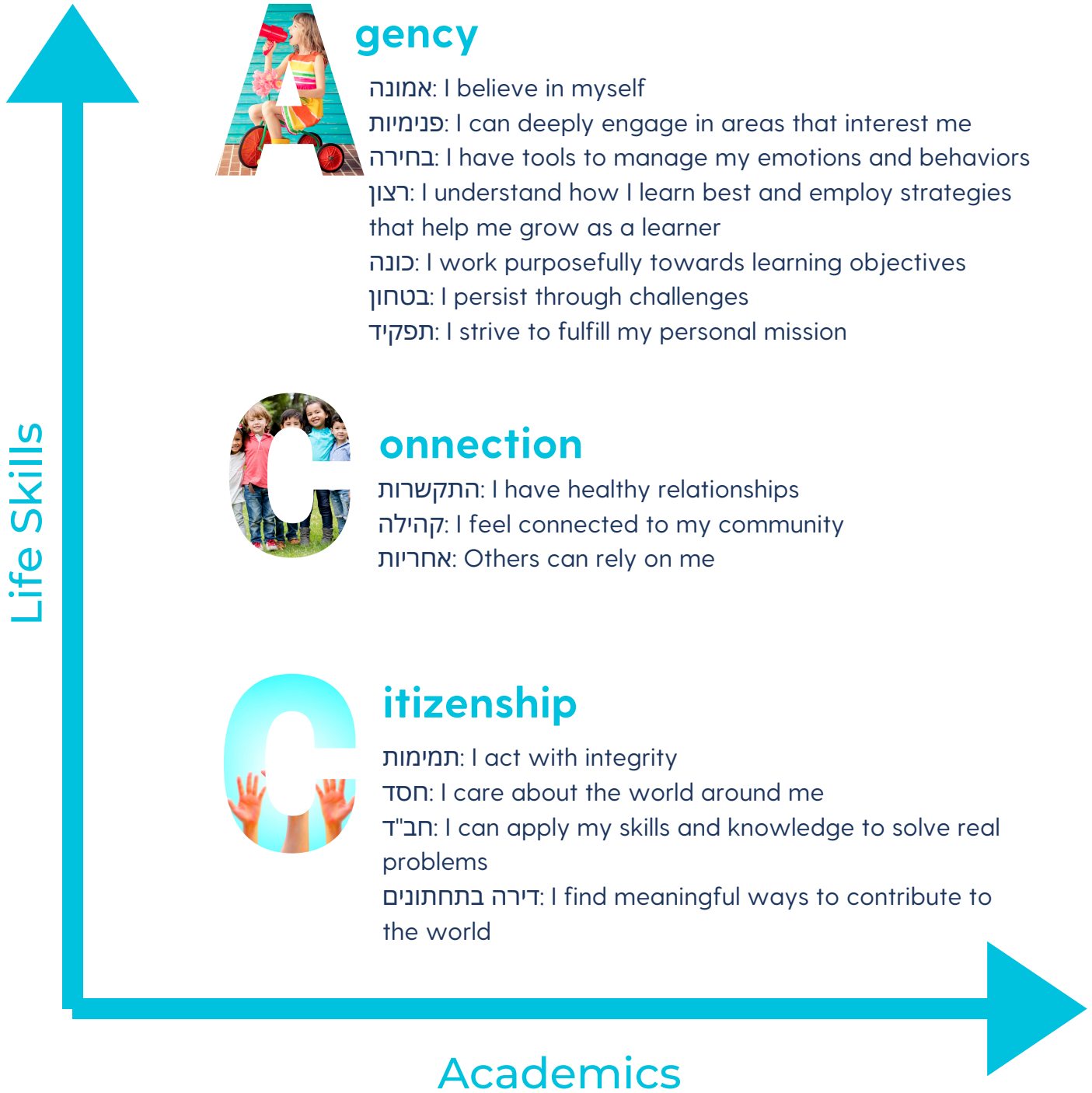
8 A sense of autonomy contributes to motivation, which influences learning

10 Learning can happen at any and every moment

11 Details that are connected take less brain capacity than unconnected details



Learner Outcomes



Agency

- אמונה: I believe in myself
- פנימיות: I can deeply engage in areas that interest me
- בחירה: I have tools to manage my emotions and behaviors
- רצון: I understand how I learn best and employ strategies that help me grow as a learner
- כונה: I work purposefully towards learning objectives
- בטחון: I persist through challenges
- תפקיד: I strive to fulfill my personal mission



Connection

- התקשרות: I have healthy relationships
- קהילה: I feel connected to my community
- אחריות: Others can rely on me



Citizenship

- תמימות: I act with integrity
- חסד: I care about the world around me
- חב"ד: I can apply my skills and knowledge to solve real problems
- דירה בתחונים: I find meaningful ways to contribute to the world

Common Core English Language Arts Standards
Common Core Mathematics Standards
Next Generation Science Standards

AltSchool Social Studies Milestones
ACTFL World Languages Milestones
Tamim Judaic Studies Milestones

Educational Methodology



Inspired by Chabad, guided by leading educators and enriched by the spirit of community, Tamim Academy prepares students for purposeful lives by empowering them with a positive self-concept, a passion for learning, and eternal values.

LEARNER CENTERED

noun

1. A pedagogical model for education which empowers learners to make informed decisions and be actively engaged in driving their own learning.
2. A means by which educators and learners work together to co-create individual learning pathways, set goals, track progress and reflect on learner growth.

adjective

3. Describes learning environments which foster learner agency, measure what matters, personalize learning pathways, and create authentic learning opportunities.

Via Altitude Learning

Features of a learner centered school:

- Students are "engaged, challenged, and joyful"
- Skills are taught explicitly
- Students can identify what they are learning and why they are learning it.
- Throughout the day, learners move between large groups, small groups and independent activities
- Students work at their own pace towards mastery of skills, supported by teacher and peer feedback
- Learners have some autonomy over their learning, including opportunities to explore their own interests
- Indoor and outdoor spaces are carefully designed to support multiple modes of learning
- Learners tackle challenging questions that place knowledge in relevant and meaningful contexts

ENVIRONMENT

We strive to create calm, warm, and aesthetically pleasing spaces where all children feel safe and comfortable. Tamim classrooms are designed to optimize learning for all students; Minimal wall decor and limited color palettes help students maintain focus. Orderly shelves encourage learner independence and executive function skills.

Furniture is arranged to create separate learning areas and a variety of seating options. This propels movement through the day as well as empowering student choice. Displays feature student work, so you should expect to see blank walls at the start of the school year.

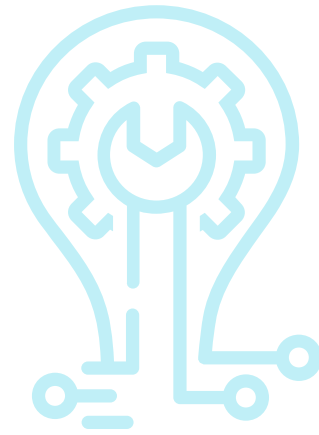
Staff and students are expected to treat themselves, their environment, and each other with respect. In addition to the language that teachers employ to model this expectation, learners receive explicit direction in how to navigate the environment and care for their spaces. Growing a student's sense of ownership helps them feel like a critical member of the community and improved orderliness is the added bonus.

MULTI-AGE CLASSROOMS

Tamim Academy's multi-age classrooms enable learners to receive an appropriate level of challenge and support in their classroom's diverse academic subjects. Occasionally, a Head of School and educators will determine (in partnership with students and families) that a student should work in other classrooms to be better matched with peers in a subject area. These cases are up to the discretion of the Head of School and educators, in partnership with students and families, after exploring options for meeting the learner's needs within their originally assigned classroom.

Curriculum

MILESTONES



Quality curriculum starts with clarity about the milestones that the curriculum is supporting. Tamim curriculum aligns to the taxonomies summarized below:

Math and ELA

Common Core Standards were created by teachers and experts across the country and are designed to ensure that students progress through school at age appropriate levels, and are prepared for entry-level careers, college courses and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. To learn more about the Common Core across all age bands, review the Common Core Standards Initiative

Science

The Next Generation Science Standards for K-12, provide students with an internationally benchmarked science education. The NGSS were developed collaboratively with states and other stakeholders in science, science education, higher education, and industry to provide a rich curriculum crossing all disciplines and grades. The standards are embedded within a framework with the goal of preparing students for college and future careers. To understand more about the Next Generation Science Standards, review their 'How to...' guide.

Social Studies

National standards do not exist for Social Studies. Each state has a different set of standards, with different strengths and weaknesses. We therefore chose to use the AltSchool Social Studies Milestones which were developed based on competency statements designed by NH.

Ivrit

To demonstrate how progress in Hebrew measures up against expected progress in any second language, we use ACTFL's World Languages Standards.

TAMIM ACADEMY PARENT HANDBOOK

Kriah

Dr. Scott Goldberg of MaDYK developed a set of standards for Tamim schools. This list corresponds to the Kriah scope and sequence and curriculum that he and his team developed. These standards are listed as a subcategory under Tamim Standards.

Yahadut

A team of consultants developed the Tamim Standards, which include goals for Parasha, Chagim, Tefila, Yediot Klalot, Mitzvot, Shabbat, רוחניות, and chavruta learning. The Yahadut standards can be viewed [here](#).

Life Skills

Tamim's Life Skills Milestones are a compilation of habits and mindsets from a few sources. Character Lab, established by Angela Duckworth, is a leader in the field of character education and provides an intentional framework of habits - called character strengths - with precise language for feedback and assessment and tools to develop character strengths in the classroom. We aligned these habits with Executive Functioning skills, goals from Responsive Classroom, and most significantly, Jewish and Chassidic values.

All of the standard sets listed above can be viewed on the [Altitude platform](#).



CORE SKILLS, K-1

Core Skill subjects for K-1 are English literacy, math, and Hebrew literacy. Each of these subjects are taught through a sequential program to ensure eventual mastery. Teachers receive training over the summer and ongoing coaching over the school year, which includes expert review of data. Following an extensive field analysis, we chose the following programs:

Read Write Inc

Originating in England, Read Write Inc is a two year program designed to help all children become fluent readers and writers. Students are grouped based on assessment data and move through the program at the pace that they need.

Developing Roots/Think Math

Singapore has long been recognized for superior math rankings and the techniques employed in schools in Singapore began to be adopted by other countries. The emphasis on children understanding mathematical processes and developing flexible number sense became the basis of the U.S.'s Common Core Standards for math. There are a few Singapore Math programs employed nationally; we have chosen a relatively new one called Think Math, which begins in 1st grade. One of the authors of Think Math created a kindergarten program called Developing Roots which is a combination of the essentials needed for success in 1st grade as well as Montessori practices.

MaDYK

MaDYK is Hebrew reading program developed by Dr. Scott Goldberg, a tenured professor at Yeshiva University. Recognizing the dearth of programs based on the science of reading, Scott developed a series of assessments and then a full phonological awareness program. (Phonological awareness is the recognition of the different units of sound in a language, a critical but typically neglected part of reading instruction.) Tamim Academy will be supporting the MaDYK team to continue extending the program through the stages of beginning reading.

2+ CORE SKILLS

English Language Arts

Once students complete Read Write Inc, they move into a series of programs that were chosen for each subcategory (writing, grammar, vocabulary, spelling, phonics, comprehension). Details can be found on Altitude.

Think! Mathematics

This is a fairly new Singapore Math program that spans 1st through 8th. There are two textbooks and workbooks for each grade level.

Chumash

Once students can read fluently, they move into Chumash. Ideally, students complete the first perek of Bereishit at the end of 1st grade and continue through Bereishit and Noach in 2nd. From there, they complete 2-3 parshiot per year.

Note: Non-fluent readers continue with MaDYK

INTERDISCIPLINARY STUDIES, K-8

The typically content focused subjects of Science, Social Studies, Yahadut, and the Arts are designed around a yearly theme, with broad subtopics that enable teachers to narrow in on areas of greatest interest to students. These explorations aim for depth of understanding and not breadth of information. Encouraging curiosity, collaboration, creativity, critical thinking and problem solving are the ultimate goals for these explorations, as is sustaining a sense of wonder.

The parts of Judaic studies that are time dependent are explored through the arts. We view the arts as expressions of the soul, and therefore a perfect integration.

TAMIM ACADEMY PARENT HANDBOOK

Exemplar

K Theme: Everything is Connected

Essential Question: How is the world a connected system?

Science Topics: Engineering Design; Forces and Interactions; Interdependent Relationships in Ecosystems; Weather and Climate

Social Studies Topics: The People Around Me; Things That Move; Land and Water on Earth; Global Interconnectivity

Judaic Topics: Mitzvot/values associated with care for self, others, and world (i.e. kavod, ahava, shalom, tzedaka, neshama, hachnasat orchim; bikur cholim; tzaar baalei chaim; baal tashchit)

The Arts: Drama and Watercolor

MODERN HEBREW

Tamim employs the proficiency approach to second language acquisition., which focuses on speaking and listening in the early elementary years. In this model, students spend at least three hours a day with a native Hebrew speaker. Exposure to the language in natural contexts, such as during lunch and outdoor play, results in students who will be more likely to code-switch with greater ease. Our Modern Hebrew program will be supervised by Hebrew at the Center.

Students begin to learn how to read in Kindergarten, supported by the Judaic studies teacher with the goal of students being able to access ancient Jewish texts by the end of first grade, or the beginning of second grade. The slightly separated goals of speaking and listening/reading and writing will converge as students gain fluency in each category (expected in the 2nd/3rd grade range).

ASSESSMENT

Tamim students do not receive grades and do not take traditional tests, but ongoing assessment is a critical element of the Tamim model. Instead of assessment being used to evaluate students, Tamim educators assess students to gather data that informs each student's learning path. As an example, teachers administer a reading assessment at the start of the year and use the data to place students in reading groups. Every few weeks, teachers determine whether the groupings need to shift based on demonstrated growth.

To supplement the data that is collected on a regular basis, Tamim also administers the MAP test in the fall and spring of every school year. This norm referenced test was chosen because it measures year over year growth.

Instead of a grade, students receive feedback on their areas of strength and weakness and may set a plan in conference with an educator. The ultimate goal of assessment is to help students become the drivers of their learning journeys.

The screenshot displays a digital assessment tool interface with the following elements:

- Tags** and **Goals** tabs at the top.
- A **From Card** section with a **+** icon.
- A **Emerging - Formative** callout box: "The learner is progressing towards partial understanding of the target." Below it are icons for **Formative** (E, P, M, A) and **Summative** (E, P, M, A).
- A **Practicing - Formative** callout box: "The learner shows partial understanding of the target and is progressing towards defined mastery." Below it are icons for **Formative** (E, P, M, A) and **Summative** (E, P, M, A).
- An **Advanced - Formative** callout box: "The learner exceeds defined mastery and shows a deeper application of the target." Below it are icons for **Formative** (E, P, M, A) and **Summative** (E, P, M, A).
- A **Meeting - Formative** callout box: "The learner demonstrates defined mastery of the target." Below it are icons for **Formative** (E, P, M, A) and **Summative** (E, P, M, A).
- A text box at the bottom: "Provide descriptive feedback to help your student improve in this area."

TEACHING DISCIPLINE

Tamim Academy uses the Responsive School Discipline approach, similar and in sync with Cambridge Preschool of the Art's Conscious Discipline approach, which is designed to help all children feel "physically and emotionally safe in school." Our stance is that it is the job of the educator and the school to help children learn how to navigate potentially challenging situations. Teachers begin by establishing clear expectations for behavior and actively teach students how to live up to those expectations. At all times, we view situations from a place of empathy. Teachers seek to understand the cause of a behavior, acknowledge feelings, and build social-emotional skills.

Educators are constantly looking out for positive behaviors and using **Reinforcing Language** to encourage students to keep using those strategies. For example: 'I noticed lots of careful listening and pausing to think before talking.' To preempt problems and model healthy social-emotional strategies, teachers and students role play scenarios that supply students with alternate language, self-soothing tools, etc.

When children start to forget expectations, we use **Reminding Language**, such as: 'Show me a safe way to do that' or "What can you do if you have an idea to share but someone else is speaking?'

When behavior has gone off track, we try **Redirecting Language** - a concise and concrete direction or an established signal for quiet attention.

Responsive classrooms use logical consequences to help children learn about cause and effect, responsibility, empathy, and appropriate coping tools. Logical consequences may include "break it, fix it" (where the child is expected to restore a person or space to rights); loss of privilege, or a break. Classrooms have designated "take a break" locations designed to help students restore to calm and focus. Sometimes, a break might take the form of a visit to a different class or a brief walk, depending on the situation and need.

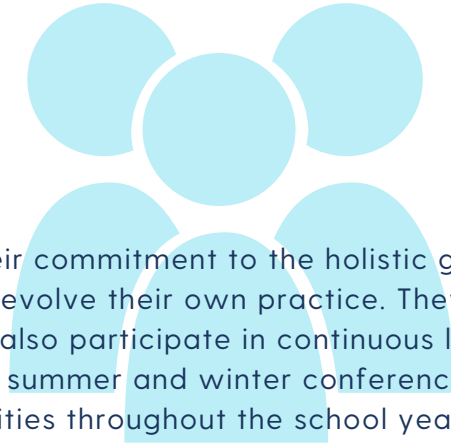
CONDUCT EXPECTATIONS

Children deserve a learning environment that is safe, respectful, and productive. With the support of the parent community, our teachers lead students in establishing classroom practices and norms that promote an environment where students are free to learn without significant disruptions. Students are responsible for respecting classroom rules and routines. We believe that together, we have an obligation to promote mutual respect, tolerance, and acceptance.

If a child is displaying difficulty following the classroom procedures, Morah Alissa and Morah Elkie will support the morahs in crafting a plan that will help us identify the root or the cause of the behavior. The parents will be looped into the conversation early on so that we may confer and come up with a plan that will work best for the child.

Educators

TEACHING TEAMS



Tamim Academy's educators are selected for their commitment to the holistic growth of every child and a determination to constantly evolve their own practice. They bring prior experience and professional expertise, and also participate in continuous learning of their own. All educators in the network attend summer and winter conferences as well as site-based professional growth opportunities throughout the school year.

In addition to the skills of individual teachers, Tamim seeks to build strong teams in which teachers are responsible for the areas of instruction that speak to their strengths. Educators are provided with time to collaborate as a team and ensure symmetry in the student experience.

When educators must be absent from school, the team model ensures that students are always engaged in meaningful learning. When necessary, substitute teachers join the classroom. All our substitute teachers undergo the same background check screening as our full-time educators, and have completed the mandatory educator safety, technology, and curriculum training.

TEAM

Elkie Zarchi, Head of School
elkie@tamimcambridge.org

Mussy Altein, Director of Admissions
mussy@tamimcambridge.org

Lauren Panzano, Administrator
office@cambridgepreschool.org

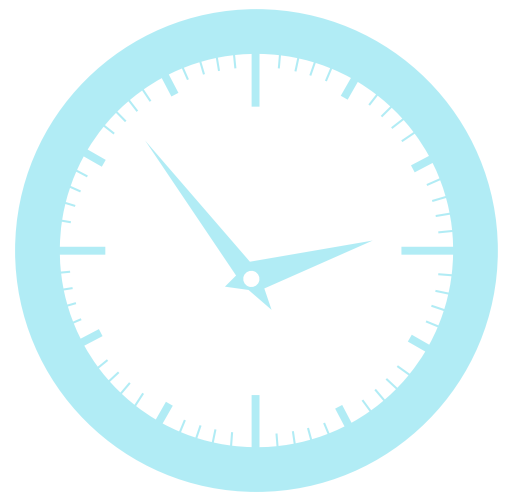
Alissa Muzin, Director of Child Development
alissa@cambridgepreschool.org

Alexa Pollack, Site Director
alexa@cambridgepreschool.org

Kira Smordin, Head Morah
kira@tamimcambridge.org

Emma Scheuch, Co-Morah
emma@tamimcambridge.org

Laurie-Jean Minniti, Literacy Specialist



The School Day

SCHOOL HOURS

Monday-Friday 8:30am - 3:30pm

Teachers lead small group instruction in the named subjects while students make independent activity choices. As the year progresses, children learn to set goals and work towards those goals.

THIS YEAR'S SPECIALS INCLUDE

Music: Rhythm & Drums

Art: Clay & Sculpting

Sports: Soccer & Boxing

Weekly visits to the Museum of Science Weekly

Chess

Drama

EXTENDED DAY

Monday-Friday 3:30pm - 5:30pm

Extended Day is designed to facilitate children's needs for unstructured play and exploration. The program runs from 3:30 pm through 5:30 pm on Monday - Thursday, and a varied schedule for Fridays.

DROP-OFF

Drop-off: Drop-off is at 8:30am and learning begins at the start of the day. Every effort should be made for students to be brought to school on time.

PICK UP

Pickup: Pickup is at 3:30pm. At the end of the school day, one teacher facilitates dismissal and will release your child to you or an authorized pickup person with a valid ID. Dismissal will take place downstairs at Cambridge Preschool of the Arts.

LATE DROP OFF, LATE PICKUP, OR EARLY PICKUP

Late Drop-off, Early Pickup, or Late Pickup: If you need to drop your child off late, pick them up early, or you are running late, please send your class teacher a message. When you arrive to pick up your child, please ensure that your child gets officially signed out by a teacher, as our staff must always be aware when a student leaves school.

COMMUNICATION

Open and consistent communication between school and home is vital. We welcome your feedback and suggestions. We are always here to talk through any issue, big or small.

TAMIM CENTRAL OFFICE - 617.547.9189

The office is open Monday-Friday from 8:00 AM-6:00 PM.

Elkie is always available on her cell phone, 617.834.5407 or through the office.

GENERAL COMMUNICATION

During school hours, you may send a message via Brightwheel, and your site director will be in touch with you within a few minutes of receiving the message. If you need to reach a Morah during school hours, the site director will act as your ambassador and deliver the message. Please refrain from texting or calling our site directors on their personal cell phones.

If you have an emergency, a scheduling issue, a logistical question, or need to leave a timely message regarding your child during school hours, you may also call the office number. You will be transferred to the appropriate person and/or your site director.

To discuss your child, or a specific situation in your child's classroom, please contact Elkie.

CLASSROOM, MORAH, AND STUDENT COMMUNICATION

Brightwheel: Teachers will send a daily note home through our communication app, Brightwheel. This will include photos and a short synopsis of your child's day. You are always welcome to send a message via Brightwheel if you have any questions or comments, which the teacher will receive on her/his side of the app.

Teachers will be offering "Office Hours" from 12:00-2:00 PM every day. This is a time for parents to chat with one of their child(ren)'s Morahs and ask any general questions about their child, or just touch base. If you would like to request a time slot, please email Elkie, who will happily set it up.

IMPORTANT LOGISTICAL COMMUNICATION

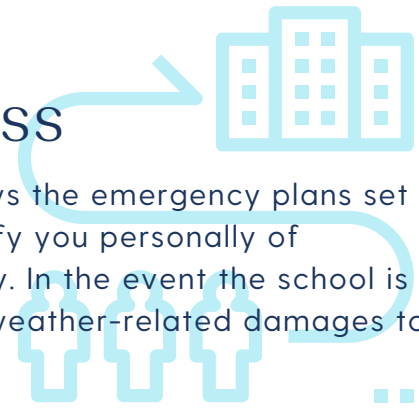
Any change in your child's regular schedule, such as an absence or early drop off or pick up, should be reported in writing to your site director via Brightwheel, regardless of the reason, including sickness, travel, etc. For a change that is outside of your enrollment agreement (such as staying for extended day), please contact Mussy directly. Site directors do not have the ability to implement changes without the office's direction.

Illness: If your child has an infectious illness, you are required to let us know immediately. You can email the site director or let us know via Brightwheel. If the families in your child's class need to be informed, the privacy of your family will be protected. If you are unsure whether your child can attend school, please reach out to your site director for clarification.

All school communications will be sent out via email and Brightwheel

Emergency Procedures

DRILLS AND EVACUATION PROCESS



Drills and Evacuation Process: Our school generally follows the emergency plans set by Cambridge Public Schools. We will at all times try to notify you personally of emergency information or you may call the office directly. In the event the school is closed due to natural disasters such as weather and/or weather-related damages to the school, there will be no make-up days.

Designated Meeting Place: Children will be taken to the following location:
Hult Lobby, 1 Education Street, Cambridge, MA 02141

Staff will ensure that no child will be left behind in the facility in the following manner: take along an iPad, take along an attendance book, do a headcount, check under the tables, and do a quick visual sweep of the room. Upon arriving at the designated meeting place, staff will do another head count. Staff is trained to assist and support any child who might need assistance, physical or emotional: a teacher is assigned to carry/walk/hold a child in need, and should equipment be necessary for a particular child, it will be made available and easily accessible. Books dealing with emergencies are used to prepare children for emergency situations. All evacuations, real or drill, will include the date, time, and exit route used, as well as the number of children evacuated. An evaluation of the effectiveness of the drill or real evacuation will be conducted at the end of each occurrence.

Tamim Academy will use the Emergency Evacuation and Notifications procedures in the following situations:

Fire or Natural Disaster: The Director will make every effort to hire a bus for the transportation. If safe, a designated adult will remain at the school building until all parents are notified.

Power Outage: The center will remain open as long as it is safe. In the event that no contact can be made for a particular child or children, teachers will assist in taking the remaining children to Elkie's home.

Loss of Heat: Tamim will remain open and operating as long as the temperature does not fall below 60°F. Parents will be notified.

Loss of Water: Tamim will remain open and operating, as long as there is enough water for drinking, handwashing, and sanitary purposes. Parents will be notified.

Fire and Evacuation Drills: All children at Tamim participate in monthly or bi-monthly fire and evacuation drills. They practice fire safety rules and learn what they should do and how they should behave in the event of a real emergency situation.

Health

ILLNESS POLICY

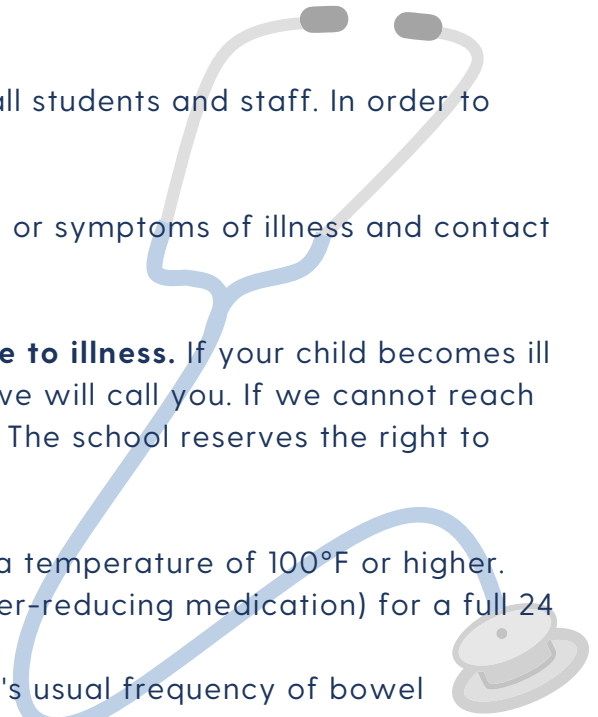
Our primary consideration is for the well-being of all students and staff. In order to keep everyone safe and healthy, please:

Keep your child home if they are showing any signs or symptoms of illness and contact your health care provider immediately.

Please notify school when your child is absent due to illness. If your child becomes ill in school, they will be isolated with a teacher and we will call you. If we cannot reach you, designated emergency numbers will be called. The school reserves the right to determine if a child is well enough to be in school.

- No child may be brought to school if they have a temperature of 100°F or higher.
- Child must be fever-free (without the aid of fever-reducing medication) for a full 24 hours.
- Acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to a looser consistency within a period of 24 hours: child must be free of diarrhea for a full 24 hours.
- One episode of vomiting within a period of 24 hours: If a child vomits in school, they must stay out of school the following day and may return on the third day.
- Red eyes with a discharge, often a sign of conjunctivitis ("pink eye"), are highly contagious: when these symptoms accompany a non-contagious condition, we must have a doctor's note for your child to be in school.
- Skin rash excluding diaper rash, lasting more than one day: depending on symptoms, may require doctor's note to be in school.
- For a child who has begun an antibiotic for a contagious condition needs 24 hours on medication to return to school.
- Hand, Foot, and Mouth Disease: in order to be in school, child must have had no open or oozing sores for at least 24 hours. This includes no additional presentation of bumps or sores. Bumps and sores must be getting better and fading.
- The school reserves the right to determine if a child is well enough to be in school.

If your child experiences any COVID-like symptoms: a thick, green mucous, a dry cough, or a fever above 100, etc., we will ask that you administer a rapid COVID test before returning to school.



COVID19 Exposure:

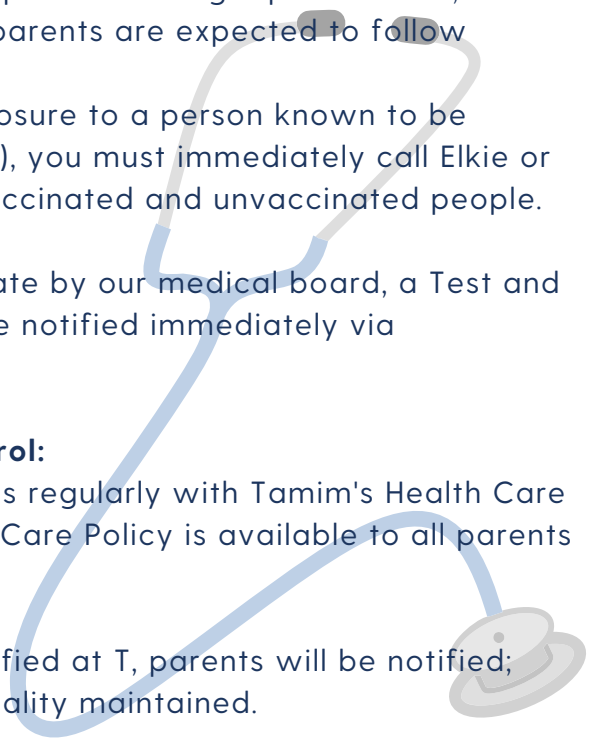
- Decisions are made with a panel of medical experts including a pediatrician, epidemiologist, and Tamim educators. Tamim parents are expected to follow Tamim COVID protocol at all times.
- If a child has had close contact and direct exposure to a person known to be infected with the Novel Coronavirus (COVID-19), you must immediately call Elkie or Esther. Tamim follows CDC policy regarding vaccinated and unvaccinated people.
- 13 | Page
- For a classroom exposure: If deemed appropriate by our medical board, a Test and Stay plan will be put into place. Families will be notified immediately via Brightwheel and email.

Managing Infectious Disease and Infection Control:

Tamim follows CDC recommendations and consults regularly with Tamim's Health Care Consultant, Dr. Naomi Priver. The complete Health Care Policy is available to all parents and is posted on the bulletin board.

In the event that a communicable disease is identified at T, parents will be notified; proper procedures will be followed and confidentiality maintained.

Staff are trained in infection control procedures and follow proper procedures. Guidelines are followed for proper handwashing and sanitizing of surfaces, sinks, bathrooms, and toilets. The full policy can be found in the Health Care Policy.



Food

ALLERGY AWARENESS

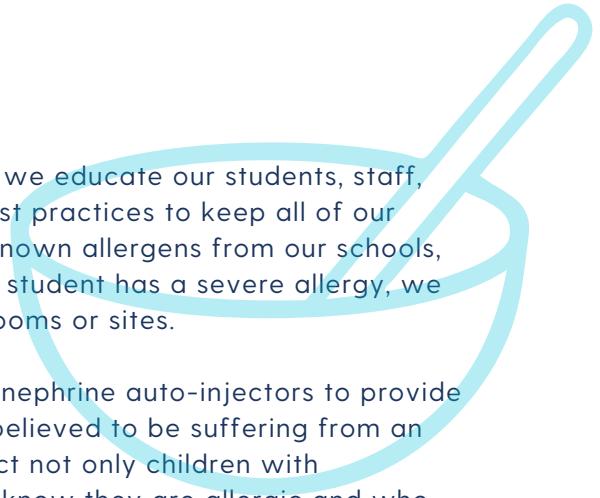
We adhere to an Allergy Awareness Policy. This means that we educate our students, staff, and families about food allergies and we follow industry best practices to keep all of our students and staff safe at school. While we do not ban all known allergens from our schools, we require proper food labeling and food handling. When a student has a severe allergy, we will inform families and may ban specific foods from classrooms or sites.

In compliance with applicable law, we stock emergency epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent of this practice is to protect not only children with previously diagnosed allergies but also children who do not know they are allergic and who therefore may not have prescribed epinephrine at school. Trained employees may administer epinephrine auto-injectors to a child with or without known allergies if they believe the child to be suffering from an anaphylactic reaction.

SNACKS & LUNCH

Please send your child to school each day with a parve or dairy lunch and snack, substantial enough to sustain them throughout the day.

Students are encouraged to pack lunches and snacks in containers that will keep their food hot or cold as needed, and labeled according to our Allergy Awareness Policy. We encourage healthy eating practices, so please consider packing lunches absent of candy and sweets to provide your child with the right food to power learning. To help supplement student needs, we will provide light, healthy snacks for students during the core school day.



Communicating Progress

REPORTS AND CONFERENCES

There are two scheduled meetings with your child’s educator team throughout the school year:

December: Set goals & share progress

March: Review progress

IDENTIFYING NEEDS

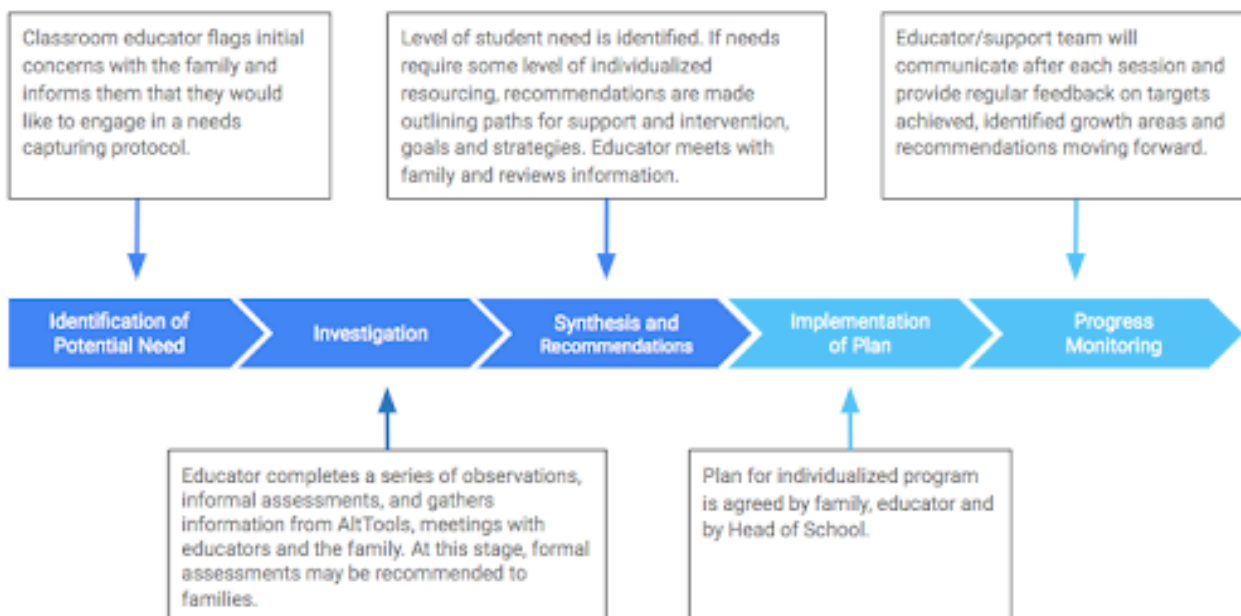
Tamim Academy’s educators work alongside families and educational partners to identify additional support needs for students. A student may be identified as in need of specific individualized support by a Tamim Academy educator, by parents, or through self-identification. This process will occur when, in Tamim Academy’s determination, the student:

- Is not making adequate academic progress or is below expected level of peer group.
- Struggles to establish or maintain positive relationships with peers and educators.
- Finds it challenging to engage in the community or with learning experiences.
- Finds difficulty in self regulation and recognizing his/her emotions .
- Is experiencing a limited sense of well-being or satisfaction with their place in the community or their academic progress.

Other signals include:

- The student’s behavior is disruptive to the class and to the student’s progress.
- Playlist cards and projects are not completed.
- Classroom responsibilities are not fulfilled.
- The student does not want to come to school and may be withdrawn, anxious, or hostile.

If it is determined that a student needs additional support in school, educators will work alongside families to find the best solution for their child.





MEETING NEEDS

Tamim Academy does not employ but may refer occupational therapists, physical therapists, speech therapists, special education teachers, or psychologists. In some cases, private insurance will cover the cost of therapy and the therapy may take place in school. Parents may also choose to privately hire a therapist. For support with this process, please be in touch with the Head of School.

We're building big things together and we greatly value your input. When challenges arise, parents are expected to follow the appropriate escalation path. We ask parents to commit to work collaboratively and respectfully with educators to reach a solution.

We look forward to welcoming you and your child the Tamim/POTA family.

Tamim Academy Cambridge

Office Address:

38 Banks Street

Cambridge, MA 02138

617-547-9189

office@cambridgepreschool.org

Calendar 2023-2024

September 4 – Labor Day Community Event

September 5 – Classroom Visits

September 6 – First Day of School

September 6-8 – Opening days – No Extended Day

September 15 – No Extended Day, Rosh Hashanah Eve

September 25 – No School, Yom Kippur

September 29 – No Extended Day, Sukkot Eve

October 6 – No Extended Day, Shmini Atzeret Eve

November 22 – Thanksgiving Eve, Dismissal 12:00PM

November 23 - 24 – No School, Thanksgiving

December 25 - January 1 – No School, Winter Break

January 15 – No School, MLK Day- Staff Development Day

February 19 – No School, Presidents Day

April 22 - 30 – No School, Passover/Spring Break

May 27 – No School, Memorial Day

June 12-13 – No School, Shavuot

June 19 – Juneteenth – No Extended Day

June 21 – Last Day of Academic Semester – Dismissal at 12:00PM

Summer session:

July 1 – First Day of Summer Semester

July 4 – No School, Independence Day

August 16 – Last Day Summer Semester – Dismissal at 12:00PM

Friday Schedule of Dismissal Times for 2023-24

October 13, 20	5:30PM
October 27, November 3	5:00PM
November 10, 17 and month of December	4:00PM
January 5, 12, 19	4:00PM
January 26, February 2, 9	4:30PM
February 16, 23, March 1, 8	5:00PM
March 15, 22, 29	6:00PM
Fridays for Months of April, May, June, July and August	6:00PM

Professional Development Early Dismissal Schedule

October 11	3:30PM
November 8	3:30PM
December 6	3:30PM
February 7	3:30PM
March 6	3:30PM
April 3	3:30PM
May 8	3:30PM
June 5	3:30PM

Included in this packet:

- Introduction to Tamim
 - Our Mission
 - Our Leadership
 - Our Finances
 - Our Space
- Parent Handbook
 - *includes
 - Pedagogy
 - Curriculum outline
 - Policies
- School calendar
- Building inspections
 - Fire
 - CO
 - Lead
 - Health

Honored Mayor, Superintendent, and Cambridge School Committee Members,

Thank you for taking the time to review our proposal for our new school, Tamim Academy, an offshoot of Cambridge Preschool of the Arts. Our plan is to launch Tamim this September starting with a first grade class.

As you may be aware, Cambridge Preschool of the Arts (POTA) was founded in 2016 with the intention of building a community by supporting young families. We are blessed that in just seven years time, POTA has four homes across Cambridge. We've grown from a family of nine students to 250 students, ranging from infants to kindergarteners.

As a Jewish educational center with a Reggio Emilia inspired pedagogy, our community is diverse, nurturing, and welcoming to all. While not all of our students and faculty are Jewish, our common goal is to infuse the next generation with a strong foundation centered in showing kindness to others and respecting the world around us. Our focus on fostering curiosity and empowering children by allowing them to feel safe emotionally and physically has allowed our students to be the very best version of who they are.

We have been approached by numerous families who wish to continue their children's elementary education in a Jewish setting that will not compromise on academic growth. After serving the Cambridge/Somerville Jewish community for over 25 years, we recognize the need and lack of Jewish day schools in Cambridge. We are prepared to commit to providing a program that will adhere to the highest academic standards and meet the Massachusetts gold standards, while simultaneously providing a wholesome Jewish education.

We have partnered with Tamim Academy, a national organization that provides financial backing, curriculum mentorship, guidance, and oversight. We are fortunate to have a talented team at Harvard Chabad and POTA who can lend their expertise as we launch this new program and continue to expand our team.

Please see the attached materials for an overview of our vision.

I am happy to provide any additional information that you feel may be helpful in your decision, and welcome any opportunity to speak further.

Sincerely,
Elkie

Introduction to Our Team

Our Mission

Guided by leading educators and enriched by the spirit of community, Tamim Academy prepares students for purposeful lives by empowering them with a passion for learning, a positive self-concept, and enduring values. Utilizing the most advanced and progressive tools and pedagogy, our expansive curriculum focuses on both Secular and Judaic studies, including English (Literacy & Writing), Math, Science, Social Studies, and Hebrew Language. Tamim Academy feels like the perfect next step after a POTA early childhood education.

Our Reggio-inspired community offers a whole child approach that inspires a love of learning, and empowers our learners to take healthy risks. Every foundational skill we teach is accompanied by a rich, interdisciplinary experience that allows students to relish learning and connect their ideas to the broader world. Tamim is committed to bringing out the best in every child.

- 1. Individualized, Child Centered Focus:** Learner-centered education begins with a set of beliefs about each learner: We believe that each learner is unique, has unbounded potential, and an innate desire to learn. Our educators facilitate this by guiding every student to establish and work toward a set of personalized goals. Every day, each child's potential is fostered and nourished.
- 2. The Whole Child Approach:** Our whole-child approach assures significant amounts of time and attention are dedicated to more than just academics. Our schools prioritize long term social-emotional and spiritual health in order to fulfill our mission of developing kindness, self-efficacy and purpose in each student. This gives our students the skills and confidence they need to succeed in the world—and make a difference in their own unique ways.
- 3. Integrated Curriculum:** As the world outside of school becomes increasingly complex, it is ever more critical for us to help students to view their learning – and the formation of their identities – in a holistic way. Our schools push beyond the traditional paradigm of separating our “real lives” from our Jewish lives. Our interdisciplinary units are built with fluidity between general and Judaic studies, connecting students to the real-world application of their “whole” knowledge and selves in meaningful ways.
- 4. Immersive Hebrew Language:** The early acquisition of Hebrew as a second language is powerful. It builds the brain's capacity, develops aptitude for Jewish learning and is a strong basis for a lifelong connection to the land and culture of Israel and the construct of a powerful Jewish identity. In addition to formal language instruction, we seamlessly

incorporate Hebrew into various non-academic parts of the day so that students can practice what they learn in natural contexts.

- 5. Future Forward:** We prepare our students to gain admittance to the high school of their choice and for lives that are meaningful, productive, and happy well into the future.

Our Leadership

Hirschy Zarchi, Spiritual Advisor

Elkie Zarchi, Head of School

Bryna Leider, Director of Education, Tamim Academy

Alissa Muzin, Director of Child Development

Laurie-Jean Minniti, Literacy Specialist

Kira Smordin, Head Morah (Teacher)

Emma Scheuch, Co Morah (Teacher)

Mussy Altein, Director of Admissions

Lauren Panzano, Administrator

Our Finances

As an LLC of Chabad Lubavitch of Cambridge, Inc., we are financially strong and believe our plan to be sustainable and secure.

Tamim Academy provides a grant for three years to help with the annual operating budget.

For this year, our operations will be coordinated and overseen by the Harvard CHABAD team. Streamlining our admissions, logistics, and operations under Chabad/ POTA relieves additional financial burden and manpower.

Our Space

For this year, and as a temporary plan, we will use one of our POTA classrooms in our East Cambridge location. The classroom will be located upstairs, set apart from the rest of our school. It has been licensed for 20 preschoolers, so we believe it to be spacious and wonderful for a first grade class of 10 students. The space is equipped with brand new, age appropriate furniture that we've purchased from Community Playthings.

Built in 2020, the classroom features a brand new HVAC system along with new plumbing, lighting, and finishes. There are bathrooms adjacent to the classroom and three sinks in the classroom itself.

Adjacent to the classroom is a community space that allows for PE classes, specials, and assembly.

Our location is directly across the road from North Point Park and a short walk to the Museum of Science - two spaces we frequent!



Fire



City of Cambridge, MA



Inspection Report

Inspection: State Mandated Fire Inspection - Quarterly

Inspector: Engine 3 Fire Company

Inspection Date: Jul 6, 2023 at 12:00am

Record: State Mandated Fire Inspection Registration [#127762](#)

Location: 8 Museum Way, Cambridge, MA 02141

Applicant: Esther Grunblatt

State Mandated Fire Inspection

Overall Result: **Pass**


Checklist:

Address (correct and visible from street)

If checklist item is not applicable, it will be skipped.

Result: **Pass**

Co

**CITY OF CAMBRIDGE**
INSPECTIONAL SERVICES DEPARTMENT
831 Massachusetts Avenue, Cambridge, MA 02138
Tel: 617 - 349 - 6100 Fax: 617 - 349 - 6132

CERTIFICATE OF USE AND OCCUPANCY

In accordance with the provision of Chapter 143 of the MGL, and Section 111/R110 of the Eighth Edition of the Building Code and in accordance with the provisions of Chapter 40A of the MGL and Article 9.000, Section 9.20 of the Cambridge Zoning Ordinance, this is to certify that building and/or land located at address below has been inspected and the occupancies thereof are hereby authorized:

**8 Museum Way
Cambridge, MA 02141**

Certificate Number: CO-052394-2017 Occupancy Group: E-Education and I-Institutional Building Permit No: 44810-2016
Owner: International Jewish Center LLC Use Class: Article 4 Section 4.33.(B.2) Zone: NP PUD-6
Architect: Morris Shapf Type: 2A
Contractor: Alex Dorjets


Digital copies of plans are retained with the Building Permit record.

Floor:	Approved Usage	Square Footage
Basement	N/A	0
1st Floor	Daycare, (I-2=9, E-20 Total of 29)	1,350
2nd Floor	N/A	0
3rd Floor	N/A	0
4th Floor	N/A	0
5th Floor	N/A	0
Addl Levels	N/A	0
Roof Use	N/A	0
Parking Location	2 spaces	

of Space 2

Date of Issuance: 01/18/2017

Other:


Ranji Singanayagam
Commissioner

Conditions:

This certificate must be available on the premises at all times.

Lead

REGATTA RIVERVIEW CONDOMINIUM
12 MUSEUM WAY
CAMBRIDGE, MA 02141
(617) 722-4804

August 21, 2019

To Whom It May Concern,

Regatta Riverview Condominiums building was constructed in 1998.

Thank you.

Kim Burley
Assistant Property Manager


Regatta Riverview Condominiums

Health

8/8/23, 6:53 PM

about:blank



CITY OF CAMBRIDGE
INSPECTIONAL SERVICES DEPARTMENT



Permit Number: FOOD-34099-2023

Date: June 1, 2023

FOOD ESTABLISHMENT PERMIT

In accordance with the provisions of MGL, Chapter 111, Section 127A, and regulations established by the Massachusetts Department of Public Health (105 CMR 435.00) permit is hereby issued to:

**Preschool of the Arts First & Second Floor
8 Museum Way**

Person Responsible for Daily Operations: Esther Grunblatt

Food Protection Manager: Esther Grunblatt

Licensed For: 0 Pharmacy Scales
0 Register Scales
0 Perishable Department Scales
Expiration Date: June 30, 2024

Peter McLaughlin, Acting Commissioner

Licensed For: