

**United
Talmudical Academy
"Torah V'Yirah"**



ישיבה ומתיבתא
תורה ויראה
דרבינו יואל מסאטמאר

בס"ד

To Whom It May Concern:

Torah V'Yirah, at 110 Throop Avenue, in response to the DOE letter received, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Thank you,

Substantial Equivalency Timeline and Plan

Subject Area Curriculum Mapping Project

For each of the subjects, English, Math, Social Studies, and Science, a curriculum map (description of topics covered grade by grade) will be developed that will demonstrate the progression of skills and topics taught in each grade and the learning standards to which they are aligned. Each curriculum map will show that instruction is provided in every grade level. Curricular maps will be developed for implementation in the 2024-2025 school year. Each curriculum map will be submitted to the DOE by the dates listed below so that by July 2024, the DOE will have seen all of the proposed curriculum maps for each subject area below.

By 4/30/24 - Torah V'Yirah will submit a curriculum map for **mathematics** instruction for each grade (i.e., grades 1-7). The map will demonstrate (1) the topics of instruction, including arithmetic, that will prepare pupils to solve real world problems using both number sense and mathematical functions, (2) the progression of skills taught in each grade and across grades, and (3) the learning standards to which the specific skills taught are aligned.

By 5/31/24 - Torah V'Yirah will submit its curriculum map for **ELA** instruction (including reading, spelling, writing, and the English language). The focus will be upon the development of reading skills in fiction and non-fiction works and the development of writing skills for fiction and non-fiction, including essays that state a point of view or support an argument. A variety of texts and literature utilized will be cited in the map. Narrative writing and the ability to construct a written argument will be part of the focus of ELA. Where relevant, the map will reference linkages with applicable Learning Standards for ELA.

By 6/30/24 - Torah V'Yirah will submit its curriculum map for **social studies**. The curriculum will focus on United States history, including civics and patriotism, as well as New York State history, and where relevant, the impact of geography and economics upon society will be explored. Students will be exposed to a variety of primary and secondary sources, including, for example, the Declaration of Independence and the U.S. Constitution (primary sources) and other texts that refer to primary sources (secondary sources) the curriculum will provide opportunities for students to construct written arguments and, by the end of 7th grade, students will be able to develop written narratives based upon primary source material.

MAIN OFFICE: 82 LEE AVENUE BROOKLYN NEW YORK 11211 TEL. 718 963 9260

By 7/31/24 - Torah V'Yirah will submit its curriculum map for **science**. The curriculum will demonstrate how students in each grade learn, utilize and apply scientific principles of inquiry and exploration, problem solving, and deductive as well as inductive reasoning. The curriculum will also focus on the acquisition of essential scientific skills, concepts, and knowledge, and will include instruction that teaches students how to gather, analyze, and interpret observable data to make informed decisions and solve problems mathematically, and how to differentiate between correlational and causal relationships.

Submission of Curriculum for Other Subjects

By 7/31/24 - Torah V'Yirah will submit its physical education curriculum for grades 1-7. This will include topics, activities, and skills taught.

By 7/31/24 - Torah V'Yirah will submit a curriculum for highway and traffic safety, including bicycle safety, in preparation for a planned bicycle safety day in spring of 2024. Topics will include how to read traffic signs, the importance of speed limits, and safety elements.

By 7/31/24- Torah V'Yirah will submit a fire safety curriculum and a list of fire drill dates, including a plan for a fire safety day in December 2024. Specific topics covered will include fire prevention and ways to protect oneself in the event of a fire (e.g. "Stop drop and roll").

A plan for teaching topics in health education/hygiene will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, hygiene and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

The teachers will participate in curriculum training during summer of 2024 addressing specific new curricula and materials.

By March 1, 2025, the school will submit portfolios containing student written work, copies of student-completed exams and projects, and evidence of teacher feedback in each core subject area.

In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies general learning standards. Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) portfolio assessments, which will be evaluated to demonstrate student progress in content, skill acquisition, writing and critical thinking; and (3) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.

Teacher Evaluation

By February of 2025, the teachers will have been formally evaluated. The school will provide the DOE with a description of the methods it uses to observe and evaluate teachers (e.g., how many times a year teachers are observed and how effectiveness is measured).

Hiring Policy, Teacher Supervision and Teacher Competence

Before the 2024-25 school year, Torah V'Yirah will demonstrate and further develop policies and practices that ensure that the teachers demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent instruction. Staff employed by the school will be individuals who demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent education.

As part of this policy, the school will provide a Professional Development plan in core subject areas for teachers.

LSA Evaluation

Torah V'Yirah proposes that the NYC DOE visits the school on multiple occasions during the second half of the 2024-2025 school year to evaluate the various components of the curriculum implementation.

Three formal visits should be scheduled to evaluate the curriculum implementation:

Feb 2025 - Math

March 2025 - Social Studies and Science

MAIN OFFICE: 82 LEE AVENUE BROOKLYN NEW YORK 11211 TEL. 718 963 9260

April 2025 - ELA

Torah V'Yirah will submit lesson plans and evidence of student work in each curricular area at least 30 days before each visit so that the DOE can have sufficient time to evaluate progress in advance of each visit.

Specifically, Torah V'Yirah will submit lesson plans, course outlines, a scope and sequence, and assessments in each core subject as follows:

Math - Dec 31, 2024

Social Studies and Science - Feb 1, 2025

ELA - March 1, 2025

Language of Instruction

The school will demonstrate that English is the language of instruction for required subjects.

Students who have limited English Proficiency

Torah V'Yirah will continue to provide English language instruction for children with limited English proficiency, such as English as a new language instruction or bilingual programs that enable the students to achieve proficiency in speaking, reading, and writing in English. For students with limited English proficiency, Yiddish will be utilized as a foundation, or a bridge, to teach English for a limited period.

This timeline is submitted as a general outline of steps Torah V'Yirah will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As Torah V'Yirah implements aspects of this plan, it will need to continuously assess whether modifications are required and if they are consistent with its religious mission and character.



Substantial Equivalency Timeline and Plan

Bobover Yeshiva Bnei Zion, in response to the DOE letter received on December, 5 2023, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Subject Area Curriculum Mapping Project

For each of the subjects, **Social Studies**, and **Science**, a curriculum map (description of topics covered grade by grade) will be developed that will demonstrate the progression of skills and topics taught in each grade and the New York State learning standards to which they are aligned. Each curriculum map will show that instruction is provided in every grade level. Curricular maps will be developed for implementation in the 2024-2025 school year. Each curriculum map will be submitted to the DOE by the dates listed below so that by June of 2024, the DOE will have seen all of the proposed

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By 5/31/24 - Bobover Yeshiva Bnei Zion will submit its curriculum map for **social studies**. The curriculum will focus on United States history, including civics and patriotism, as well as New York State history, and where relevant, the impact of geography and economics upon society will be explored. Students will be exposed to a variety of primary and secondary sources, including, for example, the Declaration of Independence and the U.S. Constitution (primary sources) and other texts that refer to primary sources (secondary sources) The curriculum will provide opportunities for students to construct written arguments and, by the end of 8th grade, students will be able to develop written narratives based upon primary source material.

Submission of Curriculum for Other Subjects

By 6/30/24 - Bobover Yeshiva Bnei Zion will submit its physical education curriculum for grades. This will include topics, activities, and skills taught.



By **6/30/24** - Bobover Yeshiva Bnei Zion will submit a curriculum for highway and traffic safety, including bicycle safety, in preparation for a planned bicycle safety day. Topics will include how to read traffic signs, the importance of speed limits, and safety elements.

By **6/30/24**- Bobover Yeshiva Bnei Zion will submit a fire safety curriculum and a list of fire drill dates, including a plan for a fire safety day in December 2024. Specific topics covered will include fire prevention and ways to protect oneself in the event of a fire (e.g. "Stop drop and roll").

A plan for teaching topics in health education/hygiene will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, hygiene and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

All Bobover Yeshiva Bnei Zion teachers will participate in curriculum training addressing specific new curricula and materials.

By March 1, 2025 the school will submit sample portfolios containing student written work, copies of sample student-completed exams and projects, and sample evidence of teacher feedback in each core subject area.

In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies NYS standards. Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.

Teacher Evaluation

By February of 2025, each teacher at Bobover Yeshiva Bnei Zion will have been formally evaluated.



Hiring Policy, Teacher Supervision and Teacher Competence

Before the 2024-25 school year, Bobover Yeshiva Bnei Zion will further develop policies and practices that ensure all teachers demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent instruction. Staff employed by the school will be individuals who demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent education.

By Bobover Yeshiva Bnei Zion, as part of this policy, the school will further develop and implement a Professional Development plan in core subject areas for teachers.

LSA Evaluation

Bobover Yeshiva Bnei Zion proposes that the NYC DOE visit the school on during the second half of the 2024-2025 school year to evaluate the various components of the curriculum implementation.

The formal visit should be scheduled to evaluate the curriculum implementation:

May 2025 - SS and Science

Language of Instruction

The school will demonstrate that English is the language of instruction for required subjects.

Students who have limited English Proficiency

Bobover Yeshiva Bnei Zion will continue to provide English language instruction for children with limited English proficiency, such as English as a new language instruction or bilingual programs that enable the students to achieve proficiency in speaking, reading, and writing in English. For students with limited English proficiency, Yiddish will be utilized as a foundation, or a bridge, to teach English for limited period.

This timeline is submitted as a general outline of steps Bobover Yeshiva Bnei Zion will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As Bobover Yeshiva Bnei Zion implements aspects of this plan, it will need to continuously assess whether modifications are required consistent with its religious mission and character.



Substantial Equivalency Timeline and Plan

Yeshiva Beth Hillel of Krasna, in response to the DOE letter received on 12/05/2023, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Subject Area Curriculum Mapping Project

For each of the subjects, English, Math, Social Studies, and Science, a curriculum map (description of topics covered grade by grade) will be developed that will demonstrate the progression of skills and topics taught in each grade and the New York State learning standards to which they are aligned. Each curriculum map will show that instruction is provided in every grade level. Curricular maps will be developed for implementation in the 2024-2025 school year. Each curriculum map will be submitted to the DOE by the dates listed below so that by June of 2024, the DOE will have seen all of the proposed curriculum maps for each subject area below.

By 3/28/24 - Yeshiva Beth Hillel of Krasna will submit a curriculum map for **mathematics** instruction for each grade (i.e., grades 1-8). The map will demonstrate (1) the topics of instruction, including arithmetic, that will prepare pupils to solve real world problems using both number sense and mathematical functions, (2) the progression of skills taught in each grade and across grades, and (3) the learning standards to which the specific skills taught are aligned.

By 4/31/24 - Yeshiva Beth Hillel of Krasna will submit its curriculum map for **science**. The curriculum will demonstrate how students in each grade learn, utilize and apply scientific principles of inquiry and exploration, problem solving, and deductive as well as inductive reasoning. The curriculum will also focus on the acquisition of essential scientific skills, concepts, and knowledge, and will include instruction that teaches students how to gather, analyze, and interpret observable data to make informed decisions and solve problems mathematically, and how to differentiate between correlational and causal relationships.

By 5/31/24 - Yeshiva Beth Hillel of Krasna will submit its curriculum map for **social studies**. The curriculum will focus on United States history, including civics and patriotism, as well as New York State history, and where relevant, the impact of geography and economics upon society will be explored. Students will be exposed to a variety of primary and secondary sources, including, for example, the Declaration of Independence and the U.S. Constitution (primary sources) and other texts that refer to primary sources (secondary sources) The curriculum will provide opportunities for students to construct written arguments and, by the end of 8th grade, students will be able to develop written narratives based upon primary source material.

By 6/30/24 - Yeshiva Beth Hillel of Krasna will submit its curriculum map for **ELA** instruction (including reading, spelling, writing, and the English language). The focus will be upon the development of reading skills in fiction and non-fiction works and the development of writing skills for fiction and non-fiction, including essays that state a point of view or support an argument. A variety of texts and literature utilized will be cited in the map. Narrative writing and the ability to construct a written argument will be part of the focus of ELA. Where relevant, the map will reference linkages with the New York State Learning Standards for ELA.





Submission of Curriculum for Other Subjects

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By 6/30/24 - Yeshiva Beth Hillel of Krasna will submit a curriculum for highway and traffic safety, including bicycle safety, in preparation for a planned bicycle safety day in spring of 2024. Topics will include how to read traffic signs, the importance of speed limits, and safety elements.

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A plan for teaching topics in health education/hygiene will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, hygiene and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

All Yeshiva Beth Hillel of Krasna teachers will participate in curriculum training during summer of 2024 addressing specific new curricula and materials.

By March 1, 2025 the school will submit portfolios containing student written work, copies of student-completed exams and projects, and evidence of teacher feedback in each core subject area.

In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies NYS standards. Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) portfolio assessments, which will be evaluated to demonstrate student progress in content, skill acquisition, writing and critical thinking; and (3) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.



**Teacher Evaluation**

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By August 31st 2024, as part of this policy, the school will provide a Professional Development plan in core subject areas for teachers.

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Three formal visits should be scheduled to evaluate the curriculum implementation:

Feb 2025 - Math

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April 2025 -ELA

Yeshiva Beth Hillel of Krasna will submit lesson plans and evidence of student work in each curricular area at least 30 days before each visit so that the DOE can have sufficient time to evaluate progress in advance of each visit.

Specifically we will submit lesson plans, course outlines, a scope and sequence, and assessments in each core subject as follows:

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Language of Instruction

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Students who have limited English Proficiency

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This timeline is submitted as a general outline of steps Yeshiva Beth Hillel of Krasna will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As Yeshiva Beth Hillel of Krasna implements aspects of this plan, it will need to continuously assess whether modifications are required consistent with its religious mission and character.

Respectfully,

R' Mechel Weiser

General Studies Principal





Substantial Equivalency Timeline and Plan

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ELA - March 1, 2025

**Yeshiva
Machzikei Hadas
D'Chasidei Belz**



**ישיבה
מחזיקי הדת
דחסידי בעלזא**

ב'ס"ד

..... נוסדה בפקודת ב"ק מרן אדמו"ר זצוק"ל - בנשיאות ב"ק מרן אדמו"ר שליט"א

1247 38th Street Brooklyn NY 11218 • Tel. 718.436.4445 • Fax 718.576.1042 • Email cheider@mosdosbelzusa.org

Language of Instruction

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Students who have limited English Proficiency

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Yeshivas Ahavas Israel
Bnos Israel
VIZNITZ



ישיבת אהבת ישראל
בנות ישראל
ויזניץ



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P: 718-388-0848

12 Franklin Ave. Brooklyn, NY 11249
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03/13/2024

Substantial Equivalency Timeline and Plan

Yeshiva Bnos Ahavas Israel in response to the DOE letter received on 12/05/2023, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Subject Area Curriculum Mapping Project

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A plan for teaching topics in health education will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

All Yeshiva Bnos Ahavas Israel teachers will participate in curriculum training during summer of 2024 addressing specific new curricula and materials.

By March 1, 2025 the school will submit portfolios containing student written work, copies of student-completed exams and projects, and evidence of teacher feedback in each core subject area.

In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies NYS standards. Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) portfolio assessments, which will be evaluated to demonstrate student progress in content, skill acquisition, writing; and (3) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.

Teacher Evaluation

By February of 2025, each teacher at Yeshiva Bnos Ahavas Israel will have been formally evaluated. The school will provide the DOE with a description of the methods it uses to observe and evaluate teachers (e.g., how many times a year teachers are observed and how effectiveness is measured).

Hiring Policy, Teacher Supervision and Teacher Competence

Before the 2024-25 school year, Yeshiva Bnos Ahavas Israel will demonstrate and further develop policies and practices that ensure all teachers demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent instruction. Staff employed by the school will be individuals who demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent education.

By 09/15/2024 as part of this policy, the school will provide a Professional Development plan in core subject areas for teachers.

LSA Evaluation

Yeshiva Bnos Ahavas Israel proposes that the NYC DOE visits the school on multiple occasions during the second half of the 2024-2025 school year to evaluate the various components of the curriculum implementation.

Three formal visits should be scheduled to evaluate the curriculum implementation:

Feb 2025 - Math

March 2025 - SS and Science

April 2025 -ELA

Yeshiva Bnos Ahavas Israel will submit lesson plans and evidence of student work in each curricular area at least 30 days before each visit so that the DOE can have sufficient time to evaluate progress in advance of each visit.

Specifically Yeshiva Bnos Ahavas Israel will submit lesson plans, course outlines, a scope and sequence, and assessments in each core subject as follows:

Math - Dec 31, 2024

SS and Science - Feb 1, 2025

ELA - March 1, 2025

Language of Instruction

The school will demonstrate that English is the language of instruction for required subjects.

Students who have limited English Proficiency

Yeshiva Bnos Ahavas Israel will continue to provide English language instruction for children with limited English proficiency, such as English as a new language instruction or bilingual programs that enable the students to achieve proficiency in speaking, reading, and writing in English. For students with limited English proficiency, Yiddish will be utilized as a foundation, or a bridge, to teach English for limited period.

This timeline is submitted as a general outline of steps Yeshiva Bnos Ahavas Israel will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As we develop and implement the various aspects of this plan, we will continuously assess its compliance and consistency with the religious mission, character and values of our school.

Yeshiva Bnos Ahavas Israel



Substantial Equivalency Timeline and Plan

Yeshiva Yesode Hatorah, in response to the DOE letter received on December 5, 2023, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Subject Area Curriculum Mapping Project

For each of the subjects, English, Math, Social Studies, and Science, a curriculum map (description of topics covered grade by grade) will be developed that will demonstrate the progression of skills and topics taught in each grade and the New York State learning standards to which they are aligned. Each curriculum map will show that instruction is provided in every grade level. Curricular maps will be developed for implementation in the 2024-2025 school year. Each curriculum map will be submitted to the DOE by the dates listed below so that by June of 2024, the DOE will have seen all of the proposed curriculum maps for each subject area below.

By 4/28/24 -YYH will submit a curriculum map for **mathematics** instruction for each grade (i.e., grades 1-8). The map will demonstrate (1) the topics of instruction, including arithmetic, that will prepare pupils to solve real world problems using both number sense and mathematical functions, (2) the progression of skills taught in each grade and across grades, and (3) the learning standards to which the specific skills taught are aligned.

By 5/31/24 -YYH will submit its curriculum map for **science**. The curriculum will demonstrate how students in each grade learn, utilize and apply scientific principles of inquiry and exploration, problem solving, and deductive as well as inductive reasoning. The curriculum will also focus on the acquisition of essential scientific skills, concepts, and knowledge, and will include instruction that teaches students how to gather, analyze, and interpret observable data to make informed decisions and solve problems mathematically, and how to differentiate between correlational and causal relationships.

By 6/15/24 -YYH will submit its curriculum map for **social studies**. The curriculum will focus on United States history, including civics and patriotism, as well as New York State history, and where relevant, the impact of geography and economics upon society will be explored. Students will be exposed to a variety of primary and secondary sources, including, for example, the Declaration of Independence and the U.S. Constitution (primary sources) and other texts that refer to primary sources (secondary sources) The curriculum will provide opportunities for students to construct written arguments and, by the end of 8th grade, students will be able to develop written narratives based upon primary source material.



By 6/30/24 – YYH will submit its curriculum map for **ELA** instruction (including reading, spelling, writing, and the English language). The focus will be upon the development of reading skills in fiction and non-fiction works and the development of writing skills for fiction and non-fiction, including essays that state a point of view or support an argument. A variety of texts and literature utilized will be cited in the map. Narrative writing and the ability to construct a written argument will be part of the focus of ELA. Where relevant, the map will reference linkages with the New York State Learning Standards for ELA.

Submission of Curriculum for Other Subjects

By 9/30/24 – YYH will submit its physical education curriculum for grades 1-8. This will include topics, activities, and skills taught.

By **9/30/24** - YYH will submit a curriculum for highway and traffic safety, including bicycle safety, in preparation for a planned bicycle safety day in spring of 2024. Topics will include how to read traffic signs, the importance of speed limits, and safety elements.

By 9/30/24- YYH will submit a fire safety curriculum and a list of fire drill dates, including a plan for a fire safety day in December 2024. Specific topics covered will include fire prevention and ways to protect oneself in the event of a fire (e.g. “Stop drop and roll”).

A plan for teaching topics in health education/hygiene will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, hygiene and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

All YYH teachers will participate in curriculum training during summer of 2024 addressing specific new curricula and materials.

By March 1, 2025 the school will submit portfolios containing student written work, copies of student-completed exams and projects, and evidence of teacher feedback in each core subject area.

In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies NYS standards.



Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) portfolio assessments, which will be evaluated to demonstrate student progress in content, skill acquisition, writing and critical thinking; and (3) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.

Teacher Evaluation

By February of 2025, each teacher at YYH will have been formally evaluated. The school will provide the DOE with a description of the methods it uses to observe and evaluate teachers (e.g., how many times a year teachers are observed and how effectiveness is measured).

Hiring Policy, Teacher Supervision and Teacher Competence

Before the 2024-25 school year, YYH will demonstrate and further develop policies and practices that ensure all teachers demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent instruction. Staff employed by the school will be individuals who demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent education.

By September, 2024, as part of this policy, the school will provide a Professional Development plan in core subject areas for teachers.

LSA Evaluation



YYH proposes that the NYC DOE visits the school on multiple occasions during the second half of the 2024-2025 school year to evaluate the various components of the curriculum implementation.

Three formal visits should be scheduled to evaluate the curriculum implementation:

Feb 2025 - Math

March 2025 - SS and Science

April 2025 -ELA

YYH will submit lesson plans and evidence of student work in each curricular area at least 30 days before each visit so that the DOE can have sufficient time to evaluate progress in advance of each visit.

Specifically, YYH will submit lesson plans, course outlines, a scope and sequence, and assessments in each core subject as follows:

Math - Dec 31, 2024

SS and Science - Feb 1, 2025

ELA - March 1, 2025

Language of Instruction

The school will demonstrate that English is the language of instruction for required subjects.

Students who have limited English Proficiency



YYH will continue to provide English language instruction for children with limited English proficiency, such as English as a new language instruction or bilingual programs that enable the students to achieve proficiency in speaking, reading, and writing in English. For students with limited English proficiency, Yiddish will be utilized as a foundation, or a bridge, to teach English for limited period.

This timeline is submitted as a general outline of steps YYH will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As YYH implements aspects of this plan, it will need to continuously assess whether modifications are required consistent with its religious mission and character.



Yeshiva Beth Hillel of Williamsburg, in response to the DOE letter received on December 5, 2023, proposes the following timeline and plan for implementation of the Department's recommendations to achieve substantial equivalency.

Subject Area Curriculum Mapping Project

For each of the subjects, English, Math, Social Studies, and Science, a curriculum map (description of topics covered grade by grade) will be developed that will demonstrate the progression of skills and topics taught in each grade and the New York State learning standards to which they are aligned. Each curriculum map will show that instruction is provided in every grade level. Curricular maps will be developed for implementation in the 2024-2025 school year. Each curriculum map will be submitted to the DOE by the dates listed below so that by June of 2024, the DOE will have seen all of the proposed curriculum maps for each subject area below.

By 5/10/24 - Yeshiva Beth Hillel of Williamsburg will submit a curriculum map for **mathematics** instruction for each grade (i.e., grades 1-8). The map will demonstrate (1) the topics of instruction, including arithmetic, that will prepare pupils to solve real world problems using both number sense and mathematical functions, (2) the progression of skills taught in each grade and across grades, and (3) the learning standards to which the specific skills taught are aligned.

By 6/10/24 - Yeshiva Beth Hillel of Williamsburg will submit its curriculum map for **science**. The curriculum will demonstrate how students in each grade learn, utilize and apply scientific principles of inquiry and exploration, problem solving, and deductive as well as inductive reasoning. The curriculum will also focus on the acquisition of essential scientific skills, concepts, and knowledge, and will include instruction that teaches students how to gather, analyze, and interpret observable data to make informed decisions and solve problems mathematically, and how to differentiate between correlational and causal relationships.

By 7/10/24 - Yeshiva Beth Hillel of Williamsburg will submit its curriculum map for **social studies**. The curriculum will focus on United States history, including civics and patriotism, as well as New York State history, and where relevant, the impact of geography and economics upon society will be explored. Students will be exposed to a variety of primary and secondary sources, including, for example, the Declaration of Independence and the U.S. Constitution (primary sources) and other texts that refer to primary sources (secondary sources) The curriculum will provide opportunities for students to construct written arguments and, by the



end of 8th grade, students will be able to develop written narratives based upon primary source material.

By 8/10/24 - Yeshiva Beth Hillel of Williamsburg will submit its curriculum map for ELA instruction (including reading, spelling, writing, and the English language). The focus will be upon the development of reading skills in fiction and non-fiction works and the development of writing skills for fiction and non-fiction, including essays that state a point of view or support an argument. A variety of texts and literature utilized will be cited in the map. Narrative writing and the ability to construct a written argument will be part of the focus of ELA. Where relevant, the map will reference linkages with the New York State Learning Standards for ELA.

Submission of Curriculum for Other Subjects

By **6/30/24** - Yeshiva Beth Hillel of Williamsburg will submit a curriculum for highway and traffic safety, including bicycle safety. Topics will include how to read traffic signs, the importance of speed limits, and safety elements.

By 6/30/24- Yeshiva Beth Hillel of Williamsburg will submit a fire safety curriculum and a list of fire drill dates, including a plan for a fire safety day in December 2024. Specific topics covered will include fire prevention and ways to protect oneself in the event of a fire (e.g. "Stop drop and roll").

As we demonstrated to the department previously, We will continue to provide PE.

A plan for teaching topics in health education/hygiene will be presented in August of 2024. Examples of topics covered will be handwashing, sanitary health, hygiene and the prevention of alcohol/substance abuse and tobacco abuse.

Curriculum Implementation

All Yeshiva Beth Hillel of Williamsburg teachers will participate in curriculum training during the summer of 2024 addressing specific new curricula and materials.

By March 1, 2025 the school will submit portfolios containing student written work, copies of student-completed exams and projects, and evidence of teacher feedback in each core subject area.



In each of the curricular maps listed above, connections to particular lessons in Judaic Studies will be identified to demonstrate how the Judaic Studies curriculum satisfies NYS standards. Judaic studies curricular materials will be shown as a supplement to the curricular materials mentioned above.

Assessment Data

Assessments will be used to demonstrate student progress, both within a grade and from grade to grade, including: (1) standardized assessment data (including prior assessment data); (2) portfolio assessments, which will be evaluated to demonstrate student progress in content, skill acquisition, writing and critical thinking; and (3) school-based assessments, which may include written student work products (e.g., tests, completed homework, essays), student performances (e.g., speeches, project demonstrations), and student grades or other evidence that the school measures academic progress throughout the year and from grade to grade.

Teacher Evaluation

By February of 2025, each teacher at Yeshiva Beth Hillel of Williamsburg will have been formally evaluated. The school will provide the DOE with a description of the methods it uses to observe and evaluate teachers (e.g., how many times a year teachers are observed and how effectiveness is measured).

Hiring Policy, Teacher Supervision and Teacher Competence

Before the 2024-25 school year, Yeshiva Beth Hillel of Williamsburg will demonstrate and further develop policies and practices that ensure all teachers demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent instruction. Staff employed by the school will be individuals who demonstrate the appropriate knowledge, skill, and dispositions to provide substantially equivalent education.



By September 2024, As part of this policy, the school will provide a Professional Development plan in core subject areas for teachers.

LSA Evaluation

Yeshiva Beth Hillel of Williamsburg proposes that the NYC DOE visits the school on multiple occasions during the second half of the 2024-2025 school year to evaluate the various components of the curriculum implementation.

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Math - Dec 31, 2024

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ELA - March 1, 2025

Language of Instruction

The school will demonstrate that English is the language of instruction for required subjects.

YESHIVA BETH HILLEL

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תלמוד תורה תולדות הילל
ד'קראסנא

ע"ש מרן אדמו"ר זצוק"ל
בגשיאות הרה"ג אב"ד ור"מ שליט"א

Students who have limited English Proficiency

Yeshiva Beth Hillel of Williamsburg will continue to provide English language instruction for children with limited English proficiency, such as English as a new language instruction or bilingual programs that enable the students to achieve proficiency in speaking, reading, and writing in English. For students with limited English proficiency, Yiddish will be utilized as a foundation, or a bridge, to teach English for limited period.

This timeline is submitted as a general outline of steps Yeshiva Beth Hillel of Williamsburg will be taking to demonstrate to the NYC DOE that its education is substantially equivalent. As Yeshiva Beth Hillel of Williamsburg implements aspects of this plan, it will need to continuously assess whether modifications are required consistent with its religious mission and character.

Sincerely

Shimon Kleinman