



FAMILY HANDBOOK

ספר נהלי בית הספר

2022-2023

829 Father Capodanno Blvd.

SIHebrewPublic.org

Dear Families,

Welcome to Staten Island Hebrew Public, a diverse by design school rooted in the community! As the Head of School, it is my pleasure to welcome you. This handbook outlines the school's policies and procedures that we will follow throughout the year. Please take some time to review them.

Our goal is to provide an education that prepares your children for an ever-expanding world. As such, we not only provide high-quality instruction, but we aim to develop values such as empathy, social and civic responsibility, and global citizenship. Our robust program includes English, Math, Science, Social Studies (including Israel Studies), Modern Hebrew, Music, Art, Physical Education, and Social and Emotional Learning. We hold our students to a high level of academic expectation, rooted in the belief "Success for Every Student." We differentiate our instruction and employ best practices in education to meet each child's needs.

While the teachers, students, and staff work together each day, it is our families that round out our school community and continue to make Staten Island Hebrew Public a special place for all. We encourage you to be active participants in the school's life. Becoming a member of our Parent Teacher Organization (PO or PTO)}, being a trip chaperone, or volunteering at some of our many events are just a few ways you can contribute. We are committed to engaging you and sharing the education experience with all of our families.

As part of our special global citizenship mission, we also help students become global citizens who learn important values. OLAM is the Hebrew word for "world," and we use it as an acronym to describe these values, which include:

- **Outstanding Problem-Solvers**
- **Lifelong Learners**
- **Aware Communicators**
- **Making a Difference**

We believe that children who develop these values will be able to succeed in high school, college, the workplace, and their communities, while making the world a better place!



We encourage you to reach out to teachers, staff, and administration at any time. Our goal is to work with you to create the best opportunities for all. We are looking forward to a year full of exciting lessons, memorable experiences, and a shared love for learning by our entire school community. We can accomplish great things as partners in our journey with your children.

Sincerely,

Lissette Roman
Head of School

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Mission Statement חזון בית הספר

Our mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.

אנו מובילים תנועה לאומית של בתי ספר ציבוריים מגוונים ומצוינים, אשר מלמדים תלמידים מכל הרקעים עברית מודרנית, ומכינים אותם להיות אזרחים גלובליים מצליחים.

Staten Island Hebrew Public provides its students with the academic and social emotional skills necessary to successfully pursue advanced studies, and achieve growth as ethical, informed global citizens. We offer an academically rigorous Pre-K-8 curriculum, which includes intensive instruction in the Hebrew language.

Staten Island Hebrew Public is a “diverse-by-design” school and is committed to serving students from a wide range of racial, economic, and cultural backgrounds. We are also committed to serving students with special needs and those whose home language is other than English.

Our school is part of the Hebrew Public network of schools. Hebrew Public’s mission is to lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. “Global citizenship” education includes the development of students’ skills in communication, collaboration, and critical thinking.

Global Citizenship is supported through the daily study of Modern Hebrew, the comparative study of Israel and of students’ local communities, and through our focus on diversity and inclusion.

Hebrew Public serves as the school’s Charter Management Organization and is responsible for providing a wide range of services to the school under the oversight of the Board of Trustees.

The school is governed by its Board of Trustees, which provides the school with strategic and fiduciary oversight, and helps ensure its adherence to its mission and its charter.

All meetings of the school's Board of Trustees and all committees of the board are open to the general public. A calendar of all scheduled board meetings is posted at the school and on the website as soon as it is available.

The Board currently comprises of the following members:

David H. Sorkin, Board Chair

Noemi Zibuts, Secretary

Yelena Sklyar, Treasurer

Sigalit Grego, Trustee

Angela Mirizzi-Olsen, Trustee

Ernest Paige, Trustee

Bonita Sussman, Trustee

Veronica Bakhrakh, Trustee

School Information

מידע על בית הספר

School Leadership Team

צוות הנהלת בית הספר

<u>Name</u>	<u>Title</u>	<u>Email</u>
Lissette Roman	<i>Head of School</i>	lroman@sihebrewpublic.org
Yasmeen Bullard	<i>Dean of Culture</i>	ybullard@sihebrewpublic.org
Tashiah Singleton	<i>Director of Operations</i>	tsingleton@sihebrewpublic.org

Hours of Operation

שעות הפעילות

Main Office Hours: 7:30 am - 4:00 pm

Breakfast is available: 7:49 am - 8:00 am

Learning Begins: 8:00 am

Student Dismissal: 3:30 pm Mon-Thurs, 1:00 pm Fridays

School Closings (no staff, no students)

Labor Day: September 5
Rosh Hashanah: September 26-27
Yom Kippur: October 5
Indigenous Peoples' Day: October 10
Thanksgiving Break: November 24-25
Winter break: December 26-January 2
Martin Luther King Jr. Day: January 16
Lunar New Year: January 23
Midwinter Break: February 20-24
Spring Break: April 6-14
Eid al-Fitr: April 21
Memorial Day: May 29
Juneteenth: June 19

Marking Periods

Quarter 1: Thursday, 9/1 - Friday 11/4
Quarter 2: Monday, 11/7 - Friday 1/20
Quarter 3: Tuesday, 1/24 - Friday 4/5
Quarter 4: Monday, 4/7 - Friday 6/23

Family Conferences:

Quarter 1: Thursday, November 17
Quarter 2: Thursday, February 2
Quarter 3: Thursday, May 11

Attendance, Arrival and Dismissal נוכחות, הגעה ושיחרור

Attendance is a key indicator of both academic and social emotional growth for students. At Staten Island Hebrew Public our goal is 95% attendance for each student. We ask that families partner with us to ensure regular, consistent attendance. This section defines attendance codes and provides parents with the necessary steps to report an absence to the school.

Please note that **ALL** absences are counted toward a student's overall attendance rate. This information is used for internal purposes in addition to state reporting, student records, and middle school/high school applications.

Religious Observance absences with documentation are the only exception, however days absent before or after a holiday will NOT be considered "Excused Absences"

Students are also considered absent if they do not report to their assigned location for alternative instruction in the event of an out-of-school suspension.

Excused Absences

- Illness
- Bereavement or Death in the Family
- Religious Observances

Unexcused Absences

- Absences without notice from a parent/guardian
- Absences which include notice from a parent/guardian, but do not meet the criteria listed above, including:
- Vacations or family trips
- Religious observance preceding or following a recognized holiday
- Failing to report to assigned class/location after arrival

Reporting an Absence

If your child does not attend school for any reason, parents or guardians should notify the school to ensure that the school can communicate the absence to your child's teachers.

Absences can be reported by calling 347-694-5090 or emailing info@sihebrewpublic.org by 8:00 am to report the absence. Parents/Guardians are asked to include the following information:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Reason for Absence

- *If absences are expected to be longer than one (1) school day, provide the dates student will be absent*
- Parent/Guardian preferred phone number

***For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

Correct and/or Update an Absence

If your child was recorded as having an "Unexcused Absence" and you wish to change this to an "Excused Absence" you may contact the school requesting a change to attendance.

Notify the Main Office of your child's absence in writing (email or handwritten note). Parents/Guardians are required to include the following information in order to update attendance:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Date(s) student was absent from
- Reason for Absence
- Parent/Guardian preferred phone number

***For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

School Actions Following an Absence

The school has put in place procedures for the recording of attendance data so that we can ensure that all of our students are fully accounted for and receiving the support that they need to be successful. Teachers take attendance once per day by 9:15 a.m. If/when your child is absent, the school will take the following steps:

1. First (1st) Absence: Phone calls/outreach is made via an automated phone call or office staff outreach to guardian to confirm the absence
2. Second (2nd) Consecutive Absence the school will reach out to the parent/guardian via phone to check-in and provide instructional work
3. Third (3rd) Consecutive Absence: Parent/guardian will be contacted for each consecutive day of the child's absence as necessary to ensure students are set up for success when returning to school.

Long Term Absences

We recognize that at times students experience long-term absences due to extended illness or extenuating circumstances. We use the New York State process for documenting and ensuring support for students who experience long-term absences through "Form 407: Attendance Follow-up and Outreach Referral" (Form 407). The circumstances under which a Form 407 report is generated are:

- (1) When a student has been absent for 10 consecutive days, 20 aggregate days over a 4 month period, or 8 consecutive days (if a Form 407 has already been submitted prior to the current absence);
- (2) Any time a child is discharged due to "Address Unknown." A second Form 407 will be generated if, after 30 days, the issue has not been resolved;
- (3) When a suspended student does not return following suspension;
- (4) When a district-assigned special education student does not enroll;
- (5) When a student has been excluded from school for lack of immunization; and
- (6) When the Head of School determines an investigation is required. Cases are followed up on by the Head of School or designee and monitored regularly.

A critical component of attendance is arrival to school, and class, on time. The school asks for family partnership in making sure that latenesses are minimized. If your child is expected to be late, parents are expected to communicate the lateness to the main office.

Arrival Procedures and Expectations:

1. Doors will open to students at 7:40 am each day. Students are expected to be physically present in their classes no later than 8:00 am.
2. Students who arrive to the building, or to their class later than 8:01 am are considered late and marked as “Tardy” (T).
3. Student attendance records will reflect all “Tardy” codes used.
 - a. In determining lateness, yellow buses and major public transportation delays are taken into consideration.
4. In the event of multiple incidents of lateness, a guardian conference will be requested by the school.
5. In persistent cases of lateness, additional intervention may be sought by the school. This may require additional conferences to address the reasons for lateness and, provide the student with resources, and provide updates on progress.

Reporting a Late Arrival

1. Notify the school of your child’s absence by calling the Main Office at 347-694-5090} or emailing info@sihebrewpublic.org by 8:00 am to report the late arrival. Parents/Guardians are asked to include the following information in email communication:
 - a. Student(s) Name
 - b. Grade
 - c. Homeroom or Homeroom Teacher
 - d. Reason for Late Arrival
 - e. Parent/Guardian preferred phone number

***Parents are **NOT** required to contact the school if the reason for lateness is due to bussing provided by the school.

The school discourages early pickup, as it takes away instructional time for students and can have a disruptive effect on classrooms. Early pickup is NOT permitted *after* 2:30 pm except in specific cases of student illness. In the event of multiple instances of early pickup, a parent or guardian conference will be requested by the school, and potentially additional intervention may be sought.

Requesting an Early Dismissal:

1. Inform the office in advance to pick their child/children up early by contacting the school at 347-694-5090 or emailing info@sihebrewpublic.org. Parents/Guardians are asked to include the following information:
 - a. Student(s) Name
 - b. Grade
 - c. Homeroom or Homeroom Teacher
 - d. Reason for Late Arrival
 - e. Parent/Guardian preferred phone number
2. Parents, guardians or other adults designated on the emergency card arrives to sign a student out of school early.
 - a. The adult must present proper identification and sign in with security and at the Main Office.
 - b. The adult or guardian must sign the “sign out” book.
 - c. No guardian or adult is authorized to go to a classroom to pick up a child without approval from a school staff member.

Students will not be permitted to leave the building if...

- A. The adult present for early dismissal not listed as a parent, guardian, or emergency contact in our student information system
- B. The adult present for early dismissal not 18 years of age or older *and* listed as a parent, guardian, or emergency contact in our student information system
- C. The adult present for dismissal does not follow the steps outlined above, including presenting proper identification and signing in with school security or other designated school personnel

Late Pickup

איסוף מאוחר

Dismissal is at 3:30 PM on Monday through Thursday, and 1:00 pm on Fridays . On a scheduled half-day of school, the school will have a 1:00 p.m. dismissal, except for Family Conference Days which will be at noon. In the event of multiple incidents of late pickup, a guardian conference will be requested by the school. In persistent cases of late pickup, additional intervention may be sought by the school. If your child will be picked up late, parents are asked to take the following steps to communicate with the school.

Parents or guardians must inform the office in advance to pick their child/children up early by contacting the school's main office. 347-694-5090 or emailing info@sihebrewpublic.org

Parents/Guardians are asked to include the following information:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Reason for Late Arrival
- Parent/Guardian preferred phone number

Busing and Transportation

הסעות ואטובוסים

Busing Eligibility

The school will help facilitate the transportation process, but the New York City Department of Education Office of Pupil Transportation (OPT) determines who is eligible for transportation assistance and will notify parents/guardians directly about student transportation. As a benchmark, students in grades K-3 are only eligible for full-fare transportation if the distance from their residence to school is 1 mile or more. If students in grades 3-6 live ½ mile to 1 mile from the school, they will receive a half-fare Metrocard and not be eligible for a school bus.

Note that if your child does use the bus service, the following guideline applies:

Your child must get on and off the bus at the same bus stop. The bus stop where your child is picked up in the morning must be the same bus stop that your child is dropped off at in the afternoon.

Bus Evacuations

Bus evacuation drills are held twice a year as practice for emergency conditions on a school bus. Children are instructed in safety procedures for the bus and while waiting at bus stops.

Transportation for Special Education Students:

State education law mandates that the city provide transportation for students whose special needs require it. Students receiving special education services who are mandated to receive specialized transportation on their most recent Individualized Education Program (IEP) are placed on bus routes to and from the school they attend. In addition, parents/guardians may request additional medical accommodations based on their child's individual needs, which may also affect the type of vehicle or route on which the student is placed. The type of transportation provided is determined by the student's IEP. A student with special needs eligibility for transportation is determined solely by the requirements of their IEP.

All of our students deserve to have a safe and peaceful ride to and from school. We appreciate our families' partnership in communicating this to their children.

Bus Behavior Expectations

Safety is the main priority when students are riding the bus. In order to ensure that all bus riders arrive to and from school safely, we expect that students conduct themselves in accordance with the Department of Pupil Transportation Guidelines, as well as school student behavior expectations. We appreciate our families' partnership in communicating and reinforcing safe, positive behaviors on the bus.

- Follow all Department of Pupil Transportation rules and guidelines
- Follow the directions of bus drivers and bus matrons
- Remain seated with a seat belt buckled
- Speak at a low voice (voice level 1)
- Respect the personal space of all others riding the bus
- Demonstrate our OLAM values and be a Global Citizen when representing the school

We expect that all students will behave according to these rules and expectations. Students are subject to school-based consequences in addition to the loss of bus privileges. Riding the bus is a privilege, not a right.

When student misbehaviors are reported to school personnel, they will investigate all claims and provide students with an opportunity to respond. Decisions made about the length and severity of consequences assigned are done so as to maintain the dignity of all parties, while also ensuring that *all* students have the right physical and emotional safety on the bus.

Behaviors and Student Code of Conduct Violations	Range of Possible Consequences			
	1st Violation	2nd Violation	3rd Violation	4th or More
Violation of Groups 1-2 of the Student Code of Conduct <i>(Disruptive/ Disrespectful Behaviors)</i>	- Written Warning to student and guardian	- 2nd Written Notice to student and guardian <i>or</i> - Suspension from the bus for 1 week	- Suspension from the bus for 1 week <i>or</i> - Suspension from the bus for 2 weeks	- Suspension from the bus for 2 weeks <i>or</i> - Suspension from the bus for more than 2 weeks <i>or</i> - Bus privileges revoked for school year
Violation of Groups 3-4 of the Student Code of Conduct <i>(Severely Disruptive, Unsafe, or continued disruptive behaviors)</i>	- Written Warning to student and guardian	- Written Warning to student and guardian <i>or</i> - Suspension from the bus for 1 week	- Suspension from the bus for 1 week <i>or</i> - Suspension from the bus for 2 weeks <i>or</i> - Suspension from the bus for 3-4 weeks	- Bus privileges revoked for school year
Violation of Groups 5-6 of the Student Code of Conduct <i>(Extremely Disruptive, Unsafe or illegal behavior, or repeat violations of Student Code of Conduct groups 1-4)</i>	- Written Warning and Suspension from the bus for 1 week <i>or</i> - Suspension from the bus for 2 weeks	- Suspension from the bus for 2 weeks <i>or</i> - Suspension from the bus for more than 2 weeks <i>or</i> - Suspension from the bus for 3-4 weeks	- Suspension from the bus for 3-4 weeks <i>or</i> - Bus privileges revoked for school year	N/A

Overview

כללי

Our school provides students with a rich program of study, including English Language Arts, Math, Modern Hebrew, Social Studies, Science, Israel Studies, Physical Education, Music, and Art. We have a significant focus on social and emotional learning. We also provide services designed to meet the needs of students with disabilities and students who are English language learners.

Our program is adapted to meet each student's learning needs through a mix of whole class, small group, and individualized learning.

PreK

Our PreK program is a co-taught model, with one English speaking teacher and one Hebrew speaking teacher instruct the class together to ensure students are getting many opportunities to hear and speak Hebrew.

PreK uses Every Child Ready, an evidence-based, comprehensive instructional model. ECR has engaging thematic units anchored in a nurturing, intentional, inclusive, playful, model. Students experience centers, independent learning, whole group learning, small group learning, structured play, physical play, imaginative play, and read aloud every day. In addition, they have lunch, snack, recess, nap and Hebrew class. The ECR units include: Get Ready to Learn, Family & Community: Living and Working Together, Construction: Blueprint to Building, Color & Art: All the World's a Palette, Culture: Not all the Same, Not all Different, Healthy Bodies/Healthy Minds, Animal Kingdom: From Squeaks to Roars, All About Fossils and Dinosaurs, Our Earth, and Blast Off Into Space. Each unit incorporates reading, writing, art and music.

English Language Arts (ELA)

Our ELA program focuses on developing students who have a love of reading, are analytic readers and writers, and can express themselves creatively and argumentatively through their writing.

Grades K-4 ELA and Social Studies

In Kindergarten through 2nd grade, students study literacy through [Wilson Foundations](#), Readers and Writers Workshop, and Guided Reading. Students gain foundational skills through the Wilson Foundations program, which provides research-based materials and strategies for reading, spelling, and handwriting. Students work in small groups based on their current skill levels in their guided reading groups. Readers and Writers Workshop offers students the opportunity to engage in Reading and Writing mini-lessons followed by small group and individual practice and

coaching during which they receive targeted instruction and feedback. The Reading and Writing units include History content, so students experience rich and deep cross-curricular learning.

Starting in 2nd grade, and continuing through 8th grade, students deeply study rich, complex texts in our Close Reading block. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas.

In third grade, as students shift from learning to read to reading to learn, their curriculum shifts from Reader's and Writer's Workshop to Expeditionary Learning. Students work on analytical reading and argumentative writing through Expeditionary Learning, which engages students with compelling, real-world content and builds equitable and inclusive learning opportunities for all students. Students read passages of text, analyze the texts, and respond to critical thinking prompts. The Expeditionary Learning units are interdisciplinary, combining literary, historical content, and current events in robust projects, readings, and writing assignments. Through this interdisciplinary approach standards come alive for students by connecting learning to real-world issues and needs.

Grades 5-8 ELA and Social Studies

In grades 5-8 students study literacy through Expeditionary Learning and Close Reading for Meaning.

In Expeditionary Learning, students work on analytical reading and argumentative writing through Expeditionary Learning, which engages students with compelling, real-world content and builds equitable and inclusive learning opportunities for all students. Students read passages of text, analyze the texts, and respond to critical thinking prompts. The Expeditionary Learning units are interdisciplinary, combining literary, historical content, and current events in robust projects, readings, and writing assignments. Through this interdisciplinary approach standards come alive for students by connecting learning to real-world issues and needs.

The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas.

The MyWorld social studies curriculum, published by Pearson and taught across grades 5-6, uses a variety of integrated learning experiences to activate prior knowledge and help students understand “big ideas” as they relate to essential questions. Learning comes alive through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, provide reading and writing and involve collaboration and communication skills. Blending learning experiences

includes an interactive student work-text and digital courseware. The curriculum is aligned with the New York standards for Social Studies and the Common Core.

In 7th and 8th grade students study American History. Teachers use resources from Success Academy's Middle school History curriculum, The Gilder Lehrman Institute of American History, and the Facing History and Ourselves program to foster an inquiry-based approach to history. Students evaluate the content of primary and secondary sources, and study the source of historical evidence to consider how the context, audience, purpose, and period influenced individuals and societies through time. In addition, students read critically, drawing upon evidence to construct convincing arguments and then express those arguments clearly both orally and in writing.

Mathematics

Our mathematics program focuses on creating young mathematicians who are problem solvers, have a solid foundation in number fluency, and can explain and justify their thinking as well as critique the reasoning of others.

Grades K-5

The study of mathematics consists of the rigorous Eureka Math program. Eureka Math is aligned with the New York State Learning Standards, and the mathematical progressions are carefully sequenced into modules. In grades K-5, students study Math through A Story of Units that focuses on place value, fluency with addition and subtraction, fractions, and understanding multiplication and division. The curriculum modules are marked by an in-depth focus on fewer topics. They entail rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. The Mathematical Practices are incorporated within each module.

Students also engage in Number Stories where they make sense of and grapple with word problems. Students are encouraged to use varied strategies to solve the problems, the students lead the discourse. This student-centered, inquiry-based approach to math focuses on developing flexible thinking. Increased sophistication and efficiency in solving math problems, and the ability to explain one's thinking, approach, and strategy in solving the problem.

In first grade, students also use Zearn to support their learning. The Zearn content and scope are aligned with Eureka. Teachers can assign specific content to students to support their learning, and the program is adaptive, providing additional content or instruction when students demonstrate the need for additional support around a skill or concept.

Grades 6 through 8

In grades 6-8, students study Eureka Math, A Story of Ratios curriculum. The course of study begins in 6th grade, with students connecting ratios and rates to whole number multiplication and division and using concepts of ratio and rate to solve problems; as well as Pre-Algebra through writing, interpreting, and using expressions and equations. In 7th grade, students further explore and develop an understanding of proportional relationships and continue development of Pre-Algebra through operations with rational numbers and working with expressions and linear equations. Eighth grade focuses on formulating and reasoning about expressions and equations, solving linear equations and systems of linear equations, and grasping the concept of functions.

In grades 6-8, students use IXL, an online mathematical instructional platform that provides both content instruction and practice problems.

Modern Hebrew

Our school is part of a growing movement of linguistically diverse public charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic. At our school, Modern Hebrew is taught through the Proficiency-based Approach, which is considered the gold standard in foreign language instruction. This approach emphasizes the development of a meaningful communication ability in the language.

Modern Hebrew is usually taught by native speakers, who only speak to their students in Hebrew. In just a short time, students are able to understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and are able to communicate in Hebrew in more sophisticated ways. Students engage in meaningful interactions in the language, developing their speaking and comprehension skills. As they reach a basic level of Hebrew speaking and listening skills they are introduced to reading and writing skills.

Similarly to enrichment provided in math and ELA, Hebrew teachers provide enrichment in Hebrew to students based on student data. Additional opportunities for students to engage in Hebrew throughout the day are provided during lunch, recess, morning meetings, and transitions. We also offer some after-school activities in Hebrew, and are exploring a possible pilot program to provide Hebrew lessons to interested parents or guardians (based on a program developed this year by our sister school, Hatikvah International, in New Jersey).

As students learn Modern Hebrew, they also have the opportunity to learn about the culture and history of Israel, which provides a link to other subjects such as social studies, science, and the arts.

Science

[Science Dimensions](#) is the program used for K-8 science. This program is aligned with the transition of the New York State Science Learning Standards to the [Next Generation Science Standards](#). The Next Generation Science Standards consist of three distinct and equally important dimensions to learning science that build a cohesive understanding of the subject. The three dimensions are:

- Practices that describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
- Crosscutting Concepts have application across all domains of science, linking the different domains of the subject. They include patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change.
- Disciplinary Core Ideas focuses on K-12 science curriculum, instruction, and assessments on the most important aspects of science.

Science Dimensions was created with a “digital-first” mentality. This program provides an authentic, grounded approach to increasing student achievement in science.

Israel Studies

Israel Studies will be implemented during Hebrew classes and specials regularly. Israel will be celebrated through school events, special workshops, and guest speakers. Students participate in hands-on experiences related to the history and geography of Israel throughout the school year, including specially designed lessons that teach Israel in a comparative perspective.

There is a yearly school-wide Israel Day celebration that is thematically organized, where staff and students come together to learn about Israel in an experiential way and to enjoy Israeli food, dance, songs, and other activities related to the culture, geography, and history of Israel. Israel is also woven into other subjects throughout the year and students have the opportunity to meet with visiting Israeli artists in residence. All Hebrew Public 8th-graders will have the opportunity to apply to participate in the Capstone trip to Israel as a culminating experience of their studies.

The Arts

To access the full potential of arts education, the school provides focused instruction on particular art subjects, such as Music, Dance, and Visual Art, and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction is integrated into our music and arts education.

Physical Education (PE)

Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of Physical Education (PE) and is developed through both partner and group activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more.

Social and Emotional Learning - Overview and Responsive Classroom

Integral to Hebrew Public's Mission of developing global citizens is the guiding principle of developing the whole child. Hebrew Public educators encourage the student's social/emotional development by implementing a welcoming, inclusive, and understanding school community. We achieve this through fostering staff mindsets and capacity to respond to student behaviors compassionately, restoratively, and equitably.

Social and Emotional Learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Self-awareness
- Self-management
- Social awareness
- Responsible decision-making
- Relationship skills

Social and Emotional Learning

חינוך חברתי ורגשי

Our goal is to support the development of emotional skills in a variety of ways. In addition to social and emotional learning opportunities being integrated into classroom instruction, Staten Island Hebrew Public provides students with differentiated support (advisory, mentoring); experiential learning opportunities, and involvement of students as collaborators in their learning. Responsive Classroom is a school-wide approach to how we build positive, engaging learning communities with our children.

Morning Meeting and Advisory

Morning Meeting (K-4) and Advisory (5-8) are dedicated blocks of time each day to help students and staff build relationships and create a strong school/classroom culture. Students practice SEL skills and competencies through engaging activities, games, and sharing.

Special Education Services

שירותי חינוך מיוחד

The school seeks to serve all students in the least restrictive learning environment possible. We use an inclusion model for educating our students with special needs to ensure regular interaction among all students. Special education students are served outside of the classroom only when appropriate services cannot be provided in the regular classroom setting. Our teachers and support staff are mindful to ensure a positive learning and emotional environment for all our students, and to ensure that every student develops a sense of belonging with fellow students, teachers, and support staff.

All students, regardless of Special Education status, are welcomed at Hebrew Public. The school's continuum of special education services includes related service supports, the Integrated Co-Teaching model (ICT), and Special Education Teacher Support Services (SETSS). The ICT model involves a general education teacher and a special education teacher jointly providing instruction to a class that includes both students and students without disabilities to meet the diverse learning needs of all children in a class. In the SETSS program, the teacher, through small group instruction, ensures that a student receives individualized accommodations and modifications to support classroom instruction. The amount and frequency of support a student receives in each of these programs is stated in the student's Individualized Education Program (IEP). When a student enrolls with a special education mandate that we do not offer, our Leadership Team and Committee on Special Education along with support from our Network Director of Special Education, will work to create and provide a specialized program which includes academic supports and related services supports. A member of the Leadership Team will reach out to the student's family to ensure they understand and agree with the plan

for support we would offer their student. The team is also open to collaboration with the family in creating this plan.

In addition to academic support, we also offer related service supports for students who qualify for them. Based on the specific requirements of their IEPs, related services can include, but are not limited to, speech and language therapy, occupational therapy, physical therapy, and counseling. These related services support students in advancing appropriately toward their individual annual goals.

Services for English Language Learner שירותים ללומדי השפה האנגלית

ESOL (English for Speakers of Other Languages) is a program designed specifically to improve the language proficiency of students whose native language is not English. In addition to receiving academic instruction in reading, writing, speaking, and listening, the program strives to develop an appreciation of diverse cultures and languages.

Homework Policy

מדיניות שיעורי בית

Homework is a partnership between teachers, parents/guardians, and students. We strive to create assignments that are meaningful to the students' daily activities, and offer an opportunity to practice and deepen understanding. Your child will understand why they are completing certain tasks, as they will relate to the instruction they have already received. The amount of homework and expectations for submission differs by grade. Teachers will share specific homework policies with students and families at the beginning of each school year.

Grading Policy

מדיניות ציונים

The purpose of our grading policy is to ensure that students and families have frequent, formal feedback on their academic standing. We also know that a formal grade is only one type of feedback, and that targeted coaching, written feedback, and discussion are all essential components supporting students on their academic journeys.

The Hebrew Public grades for all core subjects are Assessments, Classwork, and Homework. As students become more independent in their ability to complete their assignments, their homework percentage increases, as noted below.

- K-2: Assessments 60%, Classwork 35%, Homework 5%
- 3-4: Assessments 60%, Classwork 30%, Homework 10%
- 5-8: Assessments 60%, Classwork 25%, Homework 15%

Families will receive information about how to view student grades through the Powerschool Parent Portal at the start of the year.

When a child experiences difficulties gaining understanding in subject material, we will do whatever it takes to help them make gains. This can include meetings with you, providing extra help, and, if needed, recommending the child for additional services. If your child cannot meet certain key benchmarks of progress, retention (repeating a grade) may be a remedy.

All students are held to promotional criteria. In making determinations about a student's academic readiness for promotion, school staff look at a wide range of sources, including work samples, anecdotal records, teacher assessments and observations, attendance, social development, state assessments, and benchmark assessments.

For students who are struggling academically and potentially *not* on a path to meeting promotion standards (Promotion in Doubt), families will be notified in writing of possible retention. These students are strongly encouraged to attend summer school. A school team consisting of teachers, school leaders, and a social worker will meet to help plan support for these students. If students do not demonstrate improvement by the end of the school year as demonstrated on the spring and end of year assessments, the school team will review the student's progress to determine possible retention for the following school year. Special Education (IEP) students who have modified promotion criteria in their IEP will have this included as part of the team's student-by-student review. Parents or Guardians will be notified of retention decisions in June.

Community & Guardian Relations קשרי קהילה ואפטרופוסים

Communication between home and school is essential to support and encourage your child's success. We encourage parents and guardians to be actively engaged as partners with teachers in your child's learning. Among the specific ways the school communicates with parents or guardians are:

- Scheduled meetings with teachers or other school staff
- Email communication with teachers or other school staff
- "Backpack" guardian notifications
- Head of School Newsletter
- Automated Message service to inform about events and school closings, etc.
- School website: sihebrewpublic.org
- Parent Teacher Organization (PO or PTO) meetings and activities

- Individual family conferences with teachers to review your child's progress two times per year

We are committed to being responsive to student and family concerns. It is always our goal to start at the classroom level with the teacher first. If the teacher cannot resolve the issue with the child or the guardian, then please bring your concern to our Main Office by calling: 347-694-5090 If an issue can't be resolved, the Head of School will assist you in bringing the matter to Hebrew Public.

Closing due to inclement weather

The regular school schedule must be suspended during severe weather because of hazardous conditions. When there is an authorized school closing or delayed school opening, all field trips, after-school programs, and bus transportation will be canceled. **The school will follow the NYC Department of Education's determination for specific dates of school building closings and arrival time delays.** Please access the NYC Department of Education website (www.schools.nyc.gov) for any updates regarding school building closings or arrival time delays during inclement weather.

If school buildings are closed for inclement weather following the NYC Department of Education's determination, Hebrew Public schools will cancel all instruction and have a traditional snow day for the first snow day of the year. We may implement remote instruction for subsequent snow days should there be more than one over the course of the school year to ensure we meet our total required instructional days. The school will communicate in advance with families in this instance.

Automated Message

The school will send an automated message regarding any closings. The school will also use automated phone messages to contact guardians regarding important events such as workshops, class trips, or delays in busing. Please take the time to listen to these messages as they are directly related to your child's learning experience.

It is the responsibility of the guardian to monitor news reports via radio stations, television stations, and the 311 citywide telephone services regarding any school closings due to inclement weather or emergencies. Please access the following sources to receive up-to-date information about school closings and delays:

Radio Stations

WINS (1010 AM), WCBS (880 AM), WABC (770 AM), WLIB (1190 AM), WADO (1280 AM), WBLS (107.5 FM), WNYE (91.5 FM).

Television Stations

WCBS (Channel 2), WNBC (Channel 4), WNYW (Fox Channel 5), WABC (Channel 7), WNYE (Channel 25), Univision Channel 41, and NY1 (Channel 1).

Telephone Notification

Please call the citywide telephone service at 311.

Internet Notification

Please access the NYC Department of Education website (www.schools.nyc.gov) for updates regarding school closing during inclement weather. The school's website sihebrewpublic.org will have information about the school calendar and scheduled closings.

Communication during the School Day תקשורת במהלך יום הלימודים

Please see [Student Cell Phone Policy](#) for additional information on student use of cell phones during the school day.

Visitors to the School

ביקורים בבית הספר

To maintain safety and security, only authorized visitors are allowed in the school. All visitors must be announced, sign in at the security desk, and show valid identification. All visitors must enter the Main Office and explain the purpose of their visit for approval by the Head of School or the Head of School's designee. All visitors must sign in with the appropriate registry book once the purpose of their visit is identified. Unless the staff has planned visits in their schedules, the presence of visitors may cause unwarranted disruption in student learning and school activities. The school will inform parents or guardians from time to time throughout the year of special classroom and school-wide events where we will invite families to visit.

Staten Island Hebrew Public requires parents/guardians to interact with students, staff, and one another in alignment with our school values. As such, in situations where those values are violated, disciplinary action will be taken.

Such situations include:

- Verbal or physical threats to another parent, student, staff member, or the school at-large
- Harassing or belligerent behavior towards any member of the school community
- Engaging in profane, obscene, abusive, or intolerant behavior
- Ignoring staff safety directions during arrival and dismissal
- Entering the school facility without authorization (outlined in the school visitor policy)
- Other conduct which is disruptive to the orderly operations of the school

In all situations, staff will initially attempt to de-escalate or redirect verbally. If the inappropriate conduct continues, violators will be subject to consequences as determined by school leadership, including restrictions on an individual's right to be present on school grounds and/or at school events, or to interact with school staff. Restrictions may be temporary or permanent based on the severity of the conduct.

Individuals subject to a ban will not be permitted to interact in person with students, staff, or other families at school or at school-sponsored events.

Illegal conduct, including repeated violations of this policy, will not be tolerated and law enforcement will be contacted.

Parents or guardians will be notified of the consequences of violating school values as determined by School Leadership via phone and letter.

The maintenance of safety and good order is the collective responsibility of all school staff, parents/guardians, students, and agencies such as the NYPD and the NYCDOE Division of Safety. To help ensure safety, the school has the following policies and practices:

Security

The school has full-time security personnel. We request that visitors and family members be respectful of security personnel and follow their directions.

Personal Belongings

In the interest of safety and security, the school reserves the right to search all bags and containers brought onto school premises, at any time. Please note that no child should bring toys or electronic games to use at school or on the bus. Students who bring these items to school are subject to having the teacher take them to be returned directly to the guardian at the end of the school day. Repeated behavior of bringing these items to school will result in disciplinary action for students. The school is not responsible for breakage, loss, or theft of such personal belongings in school or on the school bus.

Fire Drill/Evacuation Procedures

The school conducts fire and other emergency drills in accordance with applicable state and local laws. All staff and students are expected to participate in such drills, as building and safety personnel require. Fire Drills are held eight (8) times during the school year.

Safety Plan

The school has filed the school safety plan with the NYS Education Department. A public copy is on file in the Main Office.

Our school is a public school of choice, for both application and withdrawal. At any time, a guardian may wish to transition their child to a different school. A guardian wishing to withdraw his/her child from the school will be asked to complete a Request for Student Withdrawal Form. School personnel will offer to meet with the family and discuss their reasons for withdrawing from the school as well as to seek solutions to any concerns that arise from these discussions. If the parents or guardians still wish to transition their child to another school, school staff will make every reasonable effort to help the student find a school that better serves the family's desires. The school will ensure the timely transfer of any necessary school records to the student's new school.

Charter schools are publicly funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit Board of Trustees that may include educators, community members, and leaders from the private sector. Charters have freedom to establish their own policies, design their own educational programs, and manage their human and financial resources.

The [NYS Charter Schools Act](#) provides that a guardian (as well as any other individual) who believes that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief.

If you believe that our school has violated a term of its charter or has violated applicable law, please follow the steps below.

Process for Filing a Complaint

Step 1: Familiarize yourself with the school's guidelines and policies.

Begin by familiarizing yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, this handbook and school-issued memorandums. Determine whether or not the school's actions related to your complaint fall within the school's policies.

Step 2: Reach out to your child's classroom teacher.

If the concern can be addressed by the classroom teacher, this is an important step in resolving your complaint.

Step 3: Reach out to the appropriate leadership team member(s).

If your concern is not addressed to your satisfaction by the teacher, reach out to the leadership team member that oversees the area of your concern by visiting the staff directory on the school’s website.

If your concern is not resolved by reaching out to the appropriate team member, please proceed to Step 4.

Step 4: Reach out to the Main Office directly

If your concern is not addressed adequately by the individuals above, please reach out to the Head of School.

Step 5: Reach out to the Chief Schools Officer of Hebrew Public

If you are unsatisfied with the Head of School’s decision or handling of a situation, reach out to Emily Fernandez, Chief Schools Officer for Hebrew Public, the school’s Charter Management Organization at issues@hebrewpublic.org.

Step 6: Appeal to the School’s Board of Trustees

If after contacting the Chief Schools Officer you are still not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school’s Board of Trustees in writing. Please direct all concerns to issues@hebrewpublic.org. The Board of Trustees meets publicly on a regular basis and will respond in a timely fashion to acknowledge the receipt of the complaint and indicate the next steps in their addressing of the concern.

Step 7: Appeal to the New York State Board of Regents

If after going through the above steps, you are still not satisfied with the complaint outcome, you may contact the New York State Board of Regents as a final escalation point using this contact information:

Charter School Office
New York State Education Department
89 Washington Avenue, Room 5N Mezzanine
Albany, New York 12234
Phone: 518- 474-1762

Or via email to CharterSchools@nysed.gov (Subject line should include the name of the school and the word “Complaint”)

We encourage regular and frequent feedback from parents or guardians so that we can make ongoing enhancements to the school's learning environment. You may contact the Main Office at any time to discuss any of your concerns. If you would like to meet with the Head of School, please contact our Main Office to schedule a meeting. Please communicate directly with your child's teacher about his or her instructional program. Parents also have the opportunity to provide feedback in the NYC Learning Environment Survey.

קוד התנהגות ונהלי משמעת **Discipline Policies & Code of Conduct**

Discipline Overview

Hebrew Public Charter schools set high standards for student behavior. All students have rights, and responsibilities – to classmates, teachers, and school. When behavior concerns are recognized, the guidelines below provide objective guidance that the schools will use as their approach to these concerns. Hebrew Public staff have a shared commitment to:

- Ensuring the right of all students to learn in a safe environment;
- Using and participating in consistent, school-wide prevention and intervention, focusing on instruction and restorative practices;
- Promoting shared responsibility throughout the school by means of problem-solving and collaborative conversations;
- Acknowledging and honoring individual student's identities and developmental needs;
- Seeking to model, teach, and reinforce students' and adults' social-emotional learning (self-management, self-awareness, social awareness, relationship skills, and responsible decision making) and;
- Involving a cooperative and collaborative effort among students, parents or guardians, and staff.

Restorative Approach to Discipline:

Hebrew Public works with staff, students, and families to take a restorative approach to discipline. This allows students the opportunity to reflect on their actions and repair harm to the school community. Restorative interventions may be an alternative to punitive consequences or may be assigned in conjunction with a punitive consequence(s).

Examples of Restorative practices:

- One-on-one conference with staff
- Written reflections
- Service learning projects
- Peace circles
- Peer conferencing
- Community meetings
- Ongoing small group interventions

Assignment of Consequences based on Code of Conduct Violations:

When interventions or restorative approaches to student behaviors are attempted and the student's behaviors affect the safety or learning environment of others, additional consequences may be assigned by school personnel. Assigning consequences is the least desired option for Hebrew Public but may be necessary based on the severity or repetition of behaviors outlined in the Code of Conduct.

In determining the appropriate consequence, school personnel will take the following steps:

- **Redirect** student behavior if possible to de-escalate the student and the exhibited behavior.
- **Intervene** to minimize disruption and/or potentially dangerous behaviors, resolve conflict, and minimize the loss of instructional time.
- **Gather information** from students, staff, and others who potentially witnessed behavior(s). (This may include the use of internal security footage and/or footage or evidence provided to staff through electronic means.) When potentially dangerous behaviors (Level 5 or 6) are reported, the designated staff member may begin gathering information by removing students from their designated educational setting.
- **Objectively analyze** all of the information gathered, while factoring in information such as the student's age, the context in which the incident occurred, intent, services received by the student, and any additional relevant or extenuating circumstances.
- **Determine** the appropriate consequence based on information gathered regarding the reported incident, as well as previous consequences assigned for similar or repetitive behaviors.
- **Communicate** the findings of the information gathered and inform the student and family of the assigned consequence (please see appeals process below).

Definition of Consequences:

- Reprimand. A documented verbal warning to students followed up by a parent or guardian notification.
- Family Conference. A conference about behavior with an administrator, parent or guardian, and possibly the student.
- Loss of Privilege. Loss of the ability to participate in and/or attend any extracurricular activity/event or field trip that isn't academically required/related.
- Extracurricular Activity Suspension. Suspension from extracurriculars, including rehearsals, contests, and/or performances. In addition to these consequences, students are also subject to school discipline.
- Community Repair. An alternative to punitive consequences. The dean may assign the student to repair harm to the school community through a service-oriented approach.
- Intervention plan. An intervention plan will be created as a result of an assessment of a student's behavioral concerns and/or behavioral patterns. This plan will be created via a multidisciplinary team in conjunction with the student and the student's guardian(s). The intervention plan will include identification of current and previous strengths, specific concerns that impede educational progress, multi-tiered systems of support and interventions, goals, and progress monitoring.
- Reflection Time. An assignment of 30-45 minutes in a supervised area before or after school or during lunch or recess period.
- Suspension. A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.
- Long-term Suspension & Expulsion. A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

Code of Conduct

The school has adopted a Code of Conduct that is described in detail below. It includes four levels of violations and a range of potential consequences for these different levels. While the list of violations makes every effort to be comprehensive, the School reserves the right to address under this Code student misbehavior that is of a level of seriousness equivalent to those in the Code, and is substantially similar to other code violations, even where not specifically listed. A disciplinary violation can be addressed under the school's Code of Conduct while the student is:

- at school and/or on school grounds
- participating in school-sponsored activities
- walking to or from school or a school-sponsored activity
- walking to or from or waiting for school transportation
- riding on school transportation (for example, the school bus)
- riding on public transportation while on the way to or from school or to or from a school-sponsored activity

The school may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, has a substantial impact on other students or staff or members of the school community.

Group I

Infraction	Range of interventions and/or consequences
<p>I-A: Excessive noise in the hall or building causing interruption to the learning or others</p> <p>I-B: Leaving the classroom without permission</p> <p>I-C: Engaging in any behavior that is disruptive to the orderly process of classroom instruction</p> <p>I-D: Loitering, or occupying an unauthorized place in the school or on school grounds</p> <p>I-E: Failing to attend class without a valid excuse</p> <p>I-F: Persistent tardiness to school or class (3 or more incidents per semester)</p> <p>I-G: Use of the school's network for the purpose of accessing non-educational materials, such as games and other inappropriate materials</p> <p>I-H: Posting or distributing unauthorized written materials on school grounds</p>	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention

Group 2

Infraction	Range of interventions and/or consequences
<p>2-A: Leaving the school without permission</p> <p>2-B: Plagiarizing, cheating, and/or copying the work of another student or other source</p> <p>2-C: Initiating or participating in any unacceptable minor physical actions (horseplay, play-fighting)</p> <p>2-D: Failing to abide by school rules and regulations not otherwise listed (uniform violations, etc.)</p> <p>2-E: Use of profane, obscene, indecent, immoral, or offensive language or gestures</p> <p>2-F: Repeated disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities</p> <p>2-G: Unauthorized use or possession of cellular telephones or other technology devices</p>	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension

Group 3

Infraction	Range of interventions and/or consequences
<p>3-A: Use of profane, obscene, indecent, immoral, or offensive language or gestures directed at students, staff, or visitors</p> <p>3-B: Disruptive behavior on the school bus</p> <p>3-C: Fighting – acts of physical contact between two people with intent to harm, no injuries result</p> <p>3-D: Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression, or disability</p> <p>3-E: Second or more documented violation of a Group 1 or 2 behavior category</p> <p>3-F: Forgery – false and fraudulent making or altering of a document pertaining to student information, or falsely representing any document on school letterhead/branding</p> <p>3-G: Second or more documented act of plagiarizing, cheating, and/or copying the work of another student or other source</p> <p>3-H: Overt display of gang affiliation</p> <p>3-K: Bullying behaviors – conduct directed toward a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities</p>	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension

Group 4

Infraction	Range of interventions and/or consequences
<p>4-A: False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>4-B: Obtaining money, goods, or services through means of coercion or intimidation</p> <p>4-C: Threatening behaviors – any written, verbal, or physical action which may cause others to expect an immediate physical altercation</p> <p>4-D: Purposeful or malicious destruction of others’ property (including school property) up to \$100</p> <p>4-E: Fighting – physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury</p> <p>4-F: Unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150</p> <p>4-G: Any extreme behavior not otherwise defined in Groups 1-4 of this SCC that very seriously disrupts the educational process</p> <p>4-H: Initiating or participating in inappropriate physical contact with school personnel, with no intent to harm school personnel</p> <p>4-J: Possession or use (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, e-cigarettes, vaporizers, matches, or cigarette lighters</p>	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension ● Long-Term Suspension & Expulsion

Group 5

Infraction	Range of interventions and/or consequences
<p>5-A: Intentional use of force against school staff, personnel, and/or visitors which results in harm or injury</p> <p>5-B: Engaging in or attempting any illegal behavior which interferes with the school's educational process</p> <p>5-C: Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p>5-D: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>5-E: Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is a behavior that prevents or discourages another student from exercising his/her right to education</p> <p>5-F: Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity</p> <p>2</p> <p>5-H: Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p>5-J: Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others</p> <p>5-K: Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500</p> <p>5-L: Inappropriate consensual sexual activity</p> <p>5-M: Use or possession of alcohol in school or at, before, or after a school-related function</p> <p>5-N: Gang activity or overt displays of gang affiliation</p>	<ul style="list-style-type: none"> ● Family Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension ● Long-Term Suspension & Expulsion

Group 6

Infraction	Range of interventions and/or consequences
<p>6-A: Use, possession, and/or concealment of a firearm/destructive device or other weapons or “look-alikes” of weapons</p> <p>6-B: Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>6-C: Bomb threat – a false indication that a bomb, or other explosives of any nature, is concealed in a place that would endanger human life if activated</p> <p>6-D: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p> <p>6-E: Robbery – taking personal property in the possession of another by the use of force or by threatening the imminent use of force</p> <p>6-F: Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p> <p>6-G: Use or possession of alcohol in school or at, before, or after a school-related function</p> <p>6-H: Sex acts which include the use of force</p> <p>6-J: Battery that causes great harm, is done by a person who conceals his/her identity, or aiding and abetting in the commission of such battery</p> <p>6-H: Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p>	<ul style="list-style-type: none"> ● Short Term Suspension ● Long-Term Suspension & Expulsion

Please note that behavior violations in Level 5 and 6 typically involve serious and potentially illegal incidents of misbehavior. These violations may result in more severe consequences such as short-term suspension, long-term suspension, or expulsion. School officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the school and its students and staff.

Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free schools Act of 1994 (as amended). “Weapon,” as used in this law means a “firearm,” as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition: (a) Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and a half inches or more in length fall within this definition; (b) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) The frame or receiver of any weapon described above; (d) Any firearm muffler or firearm silencer; (e) Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Head of School shall refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head of School shall refer any student 16 years of age or older or a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials.

נהלים ודרגות השעייה Levels of Suspension & Due Process Procedures

Short-Term Suspension

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.

The Head of School may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, provide an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardians in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by email, personal delivery or express mail delivery within 24 hours at the last known address(es) of the guardian. Where possible, the notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians.

The parents or guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be challenged by the guardian in accordance with the school's complaint policy.

Long-Term Suspension & Expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student's guardian(s) in writing. Written notice shall be provided by email, personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, the notification also shall be provided by telephone if the school has been provided with a contact telephone number for the guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Head of School initiates the suspension proceeding, he or she shall designate a hearing officer to conduct the hearing. The Head of School shall accept the Hearing Officer's findings of fact, but shall reserve the right to impose a different consequence or consequences than that recommended by the Hearing Officer, provided such consequences are consistent with the School code and applicable law. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the guardian through an appeal to the Board of Trustees. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion (for example, an assault upon the Head of School), the Head of School shall appoint a designee to handle any investigation, hearing, and determination.

Provision of Services During Removal

The school will ensure that alternative educational services are provided to a student who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, a daily minimum of two hours of alternative instruction shall be provided by the School. For a student who has been expelled, alternative instruction will be provided in like manner as that for a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instructions will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the

school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal No Child Left Behind Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

Student Disciplinary Records

The school will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The school will comply with the New York State Department of Education's data collection requirements for disciplinary data and submit that information to NYSED by required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA), which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's apostrophe school records by submitting a written request to the Head of School. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

Disciplinary Policies for Students with Special Needs

In addition to the discipline procedures applicable to all students, the school shall implement the following disciplinary policy procedures with respect to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. {Insert School Name} shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's Code of Conduct and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's guardians (s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's guardian must be provided with a written notice, and a follow-up telephone call if possible, within 24 hours of the incident leading up to the suspension, which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must receive a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Head of School or his or her designee at which the student will have a right

to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, the notification must also be provided by telephone. In addition, the school must provide the student with the option of alternative education during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Head of School.

The school shall maintain written records of all incident reports, suspensions, and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The school will also provide a copy of this documentation to its Committee on Special Education.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

A student with a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of five days.

Also, the school will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days to make a manifestation determination.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent or guardian with a copy of their procedural due process rights.
4. Work closely with the CSE of the student's district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal of a Student With a Disability

Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During any removal for weapon, drug, or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2), and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

For individual suspensions that exceed 10 days or multiple suspensions that total a minimum of ten days suspended, please see additional context in the Due Process section below.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than 10 school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will be invited to attend all meetings regarding the student initiated by the CSE from the student's home district.

If a student consistently struggles to access their school environment safely, as evidenced by suspensions and/or disciplinary action because of unsafe behavior, the school will work with the CSE to amend the IEP to include modifications and accommodations that would better support a student in successfully accessing their educational environment. Examples of these supports

include but are not limited to; creation of a behavior intervention plan, creation of an incentive chart, scheduled breaks, additional processing time, and checks for understanding.

Due Process

If discipline that would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parent or guardian of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

If it is determined that the student's behavior **was not** a manifestation of his/her disability, the disciplinary removal may be imposed. The following additional steps must be taken:

At the next school-based CSE meeting, the CSE must determine whether the student's behavior necessitates conducting an FBA and/or developing or reviewing a BIP. If the student requires an FBA, one must be conducted, and a decision must be made as to whether the student requires a BIP. If the student requires a BIP, it must be developed and implemented immediately. If the student already has a BIP, it must be reviewed to determine if a new FBA is needed to gather new data or if changes need to be made to the BIP.

Regardless of whether the behavior is found to be a manifestation of the student's disability, if any member of the MDR Team determines that the educational or related service needs of the student warrant a change in the student's program or a reevaluation of the student, the member must submit a request for an evaluation, an IEP review immediately following completion of the MDR.

If it is determined that the student's behavior **was** a manifestation of his/her disability, the disciplinary removal may not be imposed and the student must return to school immediately. The following steps must also be taken if the MDR Team concludes that the action is a manifestation:

- For a student with an IEP, if the student does not already have an FBA (Functional Behavior Assessment), an FBA must be conducted and, if appropriate, a BIP must be developed and implemented immediately.
- For a student with an IEP, if an FBA has already been conducted, the FBA must be reviewed to determine whether a new FBA is needed and whether a BIP should be created. If a BIP has already been developed, it must be reviewed and modified as

necessary to address the behavior that resulted in the removal.

Parents or guardians may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the school agree otherwise.

Prohibition on Corporal Punishment

No employee or agent of the school shall inflict corporal punishment upon a student as a penalty for unacceptable conduct. The term “corporal punishment” means any act of physical force upon a student for the purpose of punishing that student. The term does not mean the use of reasonable physical force by a teacher or staff member to protect himself or herself from physical injury; to protect another person from physical injury; to protect property; or to restrain or remove a student whose behavior is interfering with school functions, provided that alternative methods not involving the use of physical force cannot reasonably be employed.

Searches

The school reserves the right to conduct occasional searches of school property (including desks and lockers) and students’ personal possessions to protect the safety of students and staff and to enforce school rules and all applicable laws and regulations.

The Head of School or designee may conduct searches of students and their belongings if there is a reasonable suspicion that the search will result in evidence that the student violated school policy or the Code of Conduct. Before conducting a search, the school will question the student regarding whether he/she possesses physical evidence indicating that he/she violated school policy or the Code; and attempt to obtain voluntary consent to the search from the student. If consent is not obtained, but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought.

Given the intrusive nature of a search that requires a student to remove any clothing other than outer clothing, the Head of School will notify law enforcement if such a search is necessary unless the school had evidence that failure to conduct an immediate search would pose an imminent danger to health or safety. Students will be present when their possessions are

searched, if possible.

School Uniforms

תלבושת בית הספר

Building a community and developing a sense of belonging is the foundation for academic success. To that end, when we are in-person, our dress code enables us to create school unity, pride, and equity. As with any policy, we will uphold the expectations in our dress code with all students every day. We ask that families partner with us in doing so.

Our full dress code for the 2022-2023 can be found using this link:

[Staten Island Hebrew Public Dress Code](#)

We have expanded our clothing options to allow for more choice and variety which will help with availability and compliance.

Our middle school students are also allowed to wear jeans pants as their choice, so long as they do not wear leggings or pants with holes.

Additionally, we are introducing a new "Birthday Dress Down Day" which encourages students to dress out of uniform on their birthdays if they so choose, we only ask that their clothing choices are safe and appropriate. Please see below for more details of this special policy, that will help us to celebrate your children on their special day.

Student Cell Phone Policy

מדיניות טלפונים סלולרים

Staten Island Hebrew Public recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. In order to keep the focus on academics and to reduce unnecessary distractions, students will turn off and turn in their cell phones, daily, and for the entire school day.

If students use cell phones during the school day, the devices will be confiscated for guardian pickup. They will be available for pickup by a guardian between the hours of 8-9 a.m. or 3-4 p.m. Parents or guardians will be notified that the phone has been collected. Students who repeatedly violate this policy may be subject to consequences as outlined in the Student Code of Conduct (pages 36-43)

School Supplies

ציוד לבית הספר

A supply list is sent home in August and posted on the school website. Please review it and have your child bring all supplies on the first day of school. These supplies are compiled across the school. We are grateful for your partnership in supporting our school community.

Special Events

ארועים מיוחדים

Classroom Celebrations

Classroom celebrations, such as student birthdays, will be acknowledged by your child's teacher in an appropriate and joyful way within the school day. The school provides snacks for grades K-7 during snack time through the school's food vendor in accordance with State Education Department guidelines. In order to ensure the safety and wellbeing of all students. **The school requests that guardians do not provide any food items, gifts, or other items for classroom celebrations.** Parents/Guardians and other relatives are only allowed to visit the class for classroom celebrations with advance permission granted by the school, and the teacher. Please note that party invitations may not be distributed in school facilities.

Field Trips

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate in field trips since they are curriculum-based. These trips occur during the school day. General requirements for field trips:

- A. Written permission is required for all field trips to sites other than the school property.
- B. Generally, the Walking Trip Permission form is signed at the beginning of the school year and covers all walking trips.
- C. Permission Slips for trips throughout the year will be issued for each trip. Guardians must be informed as to the activities involved in the trip.
- D. **No child will leave school premises on a trip without the school having obtained express written permission from the guardian.**
- E. Vehicular seat belts must be worn on all field trips.

Your child's teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you adhere to the following:

- A. You may not bring your other children with you.
- B. You assist the teacher in charge on the trip.
- C. You supervise a small group of students.
- D. You adhere to our 'no sharing' policy (food, candy, liquids).
- E. You should not post on personal social media photos of children other than your own child.

The school reserves the right to select chaperone volunteers at its discretion.

Internet Usage, Email and Social Media שימוש באינטרנט, אימייל ורשתות חברתיות

Internet usage

Hebrew Public charter schools are not liable for the actions of anyone connecting to the Internet; all users shall assume full liability, legal, financial or otherwise, for their actions. Further, each school takes no responsibility for any information or materials transferred through the Internet and makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The school is not liable for any loss or corruption of data while users are on the Internet. The school reserves the right to examine all data stored in the computers with Internet capability to ensure that all users are in compliance with all applicable rules and regulations.

Inappropriate Internet use

The following uses of the Internet are unacceptable:

- Use for activities unrelated to the school
- Use in violation of federal, state, or local laws, including sending or receiving copyrighted material without permission
- Commercial use
- Sending patently harassing, intimidating, abusive, or offensive material to or about others, in messages public or private
- Sending chain letters or pyramid schemes, “broadcasting” inappropriate messages to lists or individuals, and any other use that would congest the Internet or otherwise interfere with the work of others
- Sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Vandalizing, defined as any deliberate attempt to change files not belonging to the user or to harm or destroy the work, systems, or data of another user, including uploading or creating computer viruses
- Engaging in the illegal distribution of software (“pirating”)
- Knowingly using another person’s password, misrepresenting one’s identity, or giving one’s own password to others
- Failing, when downloading information, to comply with any associated terms or conditions specified by the supplier of that information
- Expressing personal views or opinions and failing to identify them as one’s own and not those of the school
- Circumventing security measures on school or remote computers or networks

Social media

Social networking has become an integral part of many lives, and we recognize and respect the value of such outlets for receiving and sharing information and developing personal and professional connections. Whether to permit a child to access social media is a family decision, but most social media sites prohibit those younger than 13 from participating and students may not connect with any such sites at school. Should your student engage in social networking outside of school, he or she should espouse the same values and behaviors online as offline in the school building:

- Be a friend not a bully, and keep things positive
- Be honest
- Accept responsibility for mistakes and try to make them right
- Remember that quality matters and it is difficult if not impossible to erase an online footprint fully
- Think about the consequences of your actions, including your posts. All members of the school community are asked to abide by the following guidelines in the use of social media:
 - Be clear that you are speaking for yourself, and not on behalf of the school
 - Respect copyright, fair use, and other disclosure laws
 - Use respectful language, and be careful to avoid language that could be viewed as insulting by readers
 - Do not share confidential or proprietary information of the school
 - Do not share any information about students, including photographs, contact information, names of family members, or anything else specific to any student enrolled in the network
- Do not disparage the school or the school community

General Protections

Staff members are not permitted to “friend” or “follow” students via social media.

Students should bear in mind the risks of the online realm, never share secrets online, and keep passwords and all personal information private.

There are two important federal laws designed to protect children online. The Children’s Online Privacy Protection Act (COPPA) was enacted in 1998 to protect students under 13 from having their personal information collected without the consent of a parent or guardian. COPPA is the reason many social networking sites require participants to be 13 or older. The Children’s Internet Protection Act (CIPA) was enacted in 2000, and it requires that schools provide Internet filtering to prevent student access to offensive content. The school has a filter, and a CIPA-compliant Internet safety policy. For a copy of the policy, please contact the Main Office.

Dignity for all Students Act (DASA) Policy מדיניות חוק כבוד לכל הסטודנטים

The school, its Board of Trustees and Hebrew Public are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's Dignity for All Students Act (DASA), the school is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting, or intimidation in all their myriad forms.

Student Rights

No student shall be subjected to harassment by employees or students on school property or at a school function, nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the school reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of the school's students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of the school's students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

The school designates the Head of School as the Dignity Act Coordinator (DAC) for the school. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that she/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Head of School. A staff member who witnesses harassment or who receives a report of harassment shall inform the Head of School. The Head of School shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory

authority (e.g., the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation. Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The school prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

School Nurse

The school nurse is a direct employee of the NYC Department of Education. The nurse is contracted to be on-site during school hours, daily. If a student is injured, the faculty member in charge will bring him or her to the school nurse. In a medical emergency in school, the school nurse will be notified immediately. The school nurse may determine if a child must go home for medical reasons. In the event that the school nurse is not present, the school must receive permission from a child's guardian to allow the child to go home for medical reasons.

The school nurse will request health records from each student in addition to the immunization information requested at registration. The nurse will maintain health records for each student enrolled at the school.

Medication Administration

Students are not permitted to self-medicate, and Hebrew Public charter schools do not issue any form of medication to students, including over-the-counter drugs such as aspirin or Tylenol, except at the direction of a doctor.

The school nurse must administer all medication, unless requested and provided by a physician and only when the following requirements are met:

- The school has received written authorization from the parent or legal guardian for each medication in the form of a complete and signed Parental Request for Administration of Prescribed Medication form (available in the school office).
- The school has received a doctor's written permission to administer prescribed medication. (For prescription medication, the pharmacy label serves as the doctor's permission.)
- The medication label states all of the following: the student's name, directions for use, the name of the drug, the physician's name, the prescribed dosage, and the expiration date.
- Medication is stored in its original container in the Nurse's office with the corresponding signed Parental Request for Administration of Prescribed Medication form.

CPR and Defibrillation

The school has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at any time, it is vital to know what to do and who to call to perform CPR and defibrillation.

Immunization Requirements

Hebrew Public charter schools comply with state laws governing students' health, immunization, and health records. The law requires that a student's immunization records are obtained before permitting him or her to attend school, and that these records are updated every year.

Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a high temperature, nausea, diarrhea, sore throat, or rashes, he or she should not come to school until the seriousness of the condition has been determined or the symptoms have disappeared. Such precaution hastens the student's recovery and helps reduce the spread of infections at school.

The school removes any student who shows such symptoms from the regular program, and contacts the parent or guardian to make arrangements for the student to be picked up as soon as possible. If the parent or guardian cannot be reached, the school will call the person(s) designated as the emergency contact(s). It is essential that you list people as emergency contacts who are able to pick up your student if we cannot reach you. It is also critically important that we have accurate phone numbers of parents and guardians and all secondary contacts. **An ill or injured student must be picked up within one hour of our call.**

If a student's condition warrants immediate medical attention, the school will contact the student's healthcare provider or our local emergency resource.

Communicable Diseases

The parent or guardian must notify the school immediately if a student has contracted a communicable disease (i.e., strep throat, or pink eye) so the school may take action to protect other students by notifying families of those potentially at risk. If more than one case of a communicable disease occurs in a single homeroom, the school would contact our consultant from the local health department to seek advice and ensure that appropriate actions are taken. In the event of an epidemic, special precautions or exclusion policies may be necessary. Contact your doctor about when it is appropriate to return to school if your student has a communicable disease. The doctor's note returning the student to school should identify when the student is allowed to come back.

Reporting Suspected Child Abuse or Neglect

If any employee of the school has reasonable cause to suspect on the basis of his/her professional or other training and experience that a student enrolled at the school is being abused and/or neglected, the employee is required by law to call and file an oral report with state authorities. All members of the faculty take this responsibility seriously and are committed to executing their legal obligations accordingly.

Child Abuse Telephone Hotline Number and Directions

Section 409-l of the New York Education Law, which became effective January 17, 2017, requires every public school in New York State (including charter schools) to post in English and in Spanish the toll-free telephone number operated by the New York State Office of Child and Family Services (OCFS) to receive reports of child abuse or neglect, and directions for accessing the OCFS website. That telephone number is 1-800-342-3720.

Emergency Procedures

נהלים במקרי חירום

Emergency contacts

Parents or guardians of all students are required to complete an emergency form that contains a medical release statement giving the school permission to seek medical attention for the student in case of an emergency. This information is kept with the school receptionist, the school nurse, and the homeroom teacher. In the event of an emergency, the school uses a “one-call” system to notify families of any emergencies via phone or text. It is essential that parents or guardians notify the school immediately if their addresses or phone numbers change.

Accidents

The school notifies parents or guardians immediately of any accidents involving more than minor bruises or scrapes. Such accidents are recorded in an accident report form and filed in the school office for future reference. For minor injuries, a certified staff member administers first aid on site as appropriate. If it appears the accident is more serious, first aid would be administered immediately; and a school official would contact the student’s parent, guardian, or designated emergency contact to pick up the student for medical care. In cases where the parents, guardians, or the designated emergency persons cannot be reached and immediate medical attention is needed, a school official would call 911 for treatment and/or transportation to a hospital. A staff person would accompany the student and stay until the parent or guardian arrives. In some emergency situations, the staff may contact 911 before calling the guardian.

Distribution of Materials Unrelated to School

Hebrew Public charter schools recognize that students and employees have the right to express themselves on school property, which includes the right to distribute, at a reasonable time and place and in a reasonable manner, material that is not sponsored by the school. To protect these individual rights, while preserving the integrity of the educational objectives and responsibilities of the school, all guardians, students, and employees must adhere to the following regulations and procedures regarding distribution of non-school-sponsored material on school property and at school activities:

- The school administration reviews requests for distribution of materials that are not sponsored by the school on a case-by-case basis

- Distribution of materials deemed inappropriate by the school is prohibited
- The school administration determines the time, place, and manner of the distribution of materials not sponsored by the school, and such materials may not be distributed during a normal school activity

Solicitation on School Property

חלוקת עלונים/פרסום

Staff members of Hebrew Public and our network schools and the families of our students should not feel compelled to donate money or participate in unwanted solicitation. Therefore, we do not allow solicitation on school property without the permission of the school director or an officer of Hebrew Public. Non-employees, including guardians, and other family members, may not solicit on school property at any time.

Family Educational Rights and Privacy Act למשפחה חוק זכויות חינוך ופרטיות

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives guardians certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Guardians, or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for guardians, or eligible students to review the records. schools may charge a fee for copies.

Guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the guardian or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Directory Information

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell guardians, and eligible students about directory information and allow guardians, and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify, guardians, and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact the following address:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520

Notice of Intent to Disclose Student Directory Information

הודעה על כוונה לחשוף מידע על פרטי התלמידים

Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, adult students and the parents/legal guardians of minor students may request that a school refrain from publishing directory information regarding the student. Directory information includes but is not limited to name, class, date of birth, and home address. If a school provides notice that it intends to publish directory information, it may do so if no written objection is filed with the school after a reasonable period of time after notice is provided.

You are hereby notified that the school may possibly publish the directory information indicated on the attached form. If you object to the publication of some or all of this information, please use the form linked below to indicate your objection. For those items that you object to being published, please put a checkmark in the space to the right of those items and then return the form to the school office no later than October 1 of the current school year. Please also be sure to fill out the information at the bottom of the attached form (student's name, your name, the date, and your signature). Please note that if you do not return the attached form to the school by October 1 we will assume that you have no objection to the publication of this information.

If you have any questions, please contact the main office at info@sihebrewpublic.org

[Link to Directory Disclosure](#)

Any requests for school records or information from the school must be in writing and submitted to the Director of Operations. Within five business days of receipt of a written request, the school, depending on the requested information, will respond by making the information available at the school itself during normal business hours to the person requesting it; denying the request in writing; or providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied. If the person requesting information is denied access to a record, she/he may, within 30 days, appeal such denial to the school director.

Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, will fully explain the reasons for further denial or will provide access to the record(s) sought. The school will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. If further denied, the person requesting information may appeal through an Article 78 proceeding.

The school may deny access to requested records if any of the following conditions apply:

- Such records are specifically exempted from disclosure by state or federal statute
- Such access would constitute an unwarranted invasion of personal privacy
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations
- Such records are trade secrets that, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise
- Such records are compiled for law enforcement purposes and, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e)
- Such records, if disclosed, would endanger the life or safety of any person
- Such records are computer access codes

School Meals

The school serves breakfast and lunch daily, and snacks for grades K-8. Guardians are required to complete a family school meals application. These forms are a way for the school to claim federal and state reimbursements for meals served and a basis for claiming other school funding sources. There is no charge to families at this time. Monthly menus are backpacked home with students. If you have any questions, please contact the Director of Operations.

Students are prohibited from sharing any food items during breakfast, lunch, or snack.

Prohibited Food Items

For families who send their children to school with a homemade lunch, please note that sugary drinks (including soda), any type of fast food, candy, and gum are discouraged in school. Additionally, students may not bring in drinks in glass bottles. We ask that parents or guardians who send their children with breakfast, lunch, or snack cooperate with us in implementing this policy.

Nut- and Seed-Free

We are a nut- and seed-free environment. Please help us ensure the safety of everyone at the school by refraining from sending any foods that contain nuts or seeds.