



Board Meeting Via Zoom

Tuesday, November 24, 2020

6 pm

### **AGENDA**

- 1. Call to Order**
- 2. Reminder for Public Comments**
- 3. Adoption of November 2020 Agenda**
- 4. Approval of October 2020 Minutes**
- 5. School Leadership Update**
- 6. Network Update**
- 7. Board Action:** Charter Amendments for Board Approval
  - a. Resolution re: Updating Mission Statement
  - b. Resolution re: Updating Org Chart
  - c. Resolution re: Updating KDEs (Key Design Elements)
  - d. Resolution re: Adding MLL (multilanguage learner) weight to HLA2's lottery
- 8. Board Action:** Approve HLA2's Safety Plan
- 9. Adjournment**



## Hebrew Language Academy 2

CHARTER SCHOOL

Board of Trustees Meeting via Zoom

Tuesday, October 20, 2020

6 pm

### Minutes

#### Trustees Present

Sue Fox
Stella Binkevich
Adam Miller
Ella Zalkind
Mike Tobman

#### **Also Present:**

Ashley Furan, Head of School, HLA2

Marie Lucas, Director of Operations, HLA2

Jon Rosenberg, CEO, Hebrew Public

Valerie Khaytina, Chief External Officer, Hebrew Public

Lauren Murphy, External Relations Manager, Hebrew Public

#### **I. Call to Order**

Adam Miller called the meeting to order at 6:02 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [boardhla2@hebrewpublic.org](mailto:boardhla2@hebrewpublic.org) and the comments will be addressed within 48 hours.

#### **2. Adoption of October 2020 Agenda**

Adam Miller asked for a motion to adopt, Will Mack made a motion to adopt the October 2020 agenda, Stella Binkevich seconded, and the motion carried unanimously.

### **3. Approval of September 2020 Minutes**

Adam Miller asked for a motion to approve, Sue Fox made a motion to approve the September 2020 minutes. Mike Tobman seconded, and the motion carried unanimously.

### **4. Approval of 2020-21 Academic Calendar**

Adam Miller asked for a motion to approve the 2020-21 academic calendar. Will Mack made a motion and Mike Tobman seconded, and the motion carried unanimously.

### **5. School Leadership Update**

Ashley Furan, Head of School informed the board of the following:

- HLA2 closed due to City/State zip-code mandate
  - Switched to remote seamlessly
  - Learning package pick-up for families: teachers were able to gather student materials for use at home
  - Combined cohorts A & B
    - 4 days of live instruction with their homeroom teacher
  - Attendance is strong
  - Brooklyn Remote Academy
    - In collaboration with HLA
    - Families who selected 100% remote option are enrolled in the program
    - Weekly meetings between the Head of School for HLA and HLA2
  - Great time for leadership to co-observe classes
    - Leaders are providing coaching and feedback for teachers
    - Supporting families with technology
    - Clickable schedules have been created for families
  - Family Survey
    - Almost all families have responded with preferences for quarter 2 and beyond
    - Feedback is being gathered
      - What is working for families?
      - What needs to be changed for the next quarter?
  - Creating a strong culture when you are remote
    - Unity Day
    - National Bullying Prevention Month (students will wear orange)

- Community Meetings
- Socktober, CAMBA's Kensington Shelter
- Book Charter Day

## 6. Network Update

Jon Rosenberg shared the following with the board:

- Covid Closures/Reopening
  - Tuesday, October 6 closure until at least October 26, with the expectation of frequent updates
  - HLA2 "yellow" in zip-code
  - State and City authorities can open with testing requirements but no further detail or information
  - In order to reopen, we have to test 20% of student/staff who are in school weekly
  - No guidelines on testing were provided
  - HLA2 Possibility:
    - If we are lucky, we have been in touch with providers to give testing free of charge
    - Full cost of private testing is \$3,500 per week for a credible provider
    - City/State not offering to fund that
    - HLA2 is likely to be sending testing consent forms to families (hybrid families only).
- Updates will continue to be sent to families

## 7. Presentation of the proposed resolution for discussion: Adding a English language learner/Multilanguage learner (ELL/MLL) weight in the lottery

- Definition-- children learning English, not as their first language
- HLA2 has an underrepresentation of ELL/MLL students relative to the % in district 21
- Compliance Issue
  - HLA2 does not meet the percentage of English language learner/Multilanguage learner (ELL/MLL) that is required by Charter law
  - The authorizer has a right to revoke our charter with the exception if you show recruitment and marketing front
  - We have done a lot of outreach to increase the percentage:
    - Neighborhoods we recruit in
    - Multi-Languages for applications

- Radio stations (different languages)
  - Although outreach & recruitment efforts have been immense, they have not succeeded thus far
  - In our school mission, we are diverse by design, not just race and ethnicity-- this includes ELL/MLL students
  - We are proposing a weighted lottery, (1.25, 25%)
    - This may not be enough, and we may need to re-evaluate again in the future
  - A board vote will take place during the November meeting
- Preview Key Design Elements (KDE)
  - KDE needs updating, board amendment, and board approval
  - Required to show community engagement
    - Posting in the newsletter and on the school website for input from the public
  - A board vote will take place during the November meeting
- Preview of HLA2's ORG chart
  - Organizational chart that includes staff positions
  - Needs updating, technical matter
  - HLA2's current chart is not identical to the one in the charter from 6 years
  - Requires board approval
- A board vote will take place during the November meeting

## **8. Adjournment**

Adam Miller motioned to adjourn. Sue Fox seconded, and the meeting was adjourned at 6:47 pm.



**Hebrew Language Academy 2**  
CHARTER SCHOOL

## **CHARTER SCHOOL-WIDE SAFETY PLAN**

**HEBREW LANGUAGE 2 ACADEMY CHARTER SCHOOL**

**1870 Stillwell Ave  
Brooklyn, NY 11223**

**Resource: Guidance Document for School Safety Plans, at the Student Support Services Team Internet site – [www.emsc.nysed.gov/sss/](http://www.emsc.nysed.gov/sss/)**

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## **1. INTRODUCTION**

The Safe Schools Against Violence in Education Act (SAVE) became law in New York State on July 24, 2000. The law requires Local Education Agencies (LEAs) to spell out how they will respond to acts of violence and other disasters through prevention, intervention, emergency response and management.

Schools are at risk of acts of violence and natural and man-made disasters. Emergencies in schools must be addressed in an expeditious and effective manner. The Hebrew Language Academy 2 Charter School-Wide Safety Plan, which includes a comprehensive Emergency Response Plan, was developed to prevent or minimize the effects of serious violent incidents and emergencies, to facilitate coordination with local resources in the event of such incidents or emergencies, and generally to give direction in situations involving the safety of the school community. Planned and practiced responses to emergency/crisis situations may mean the difference between life and death.

The Hebrew Language Academy 2 Charter School supports the SAVE Legislation and has committed to full and active participation in the planning process. The Head of School encourages and advocates on-going charter school-wide cooperation and support of Project SAVE.

In the continuing efforts to ensure the safety and security of all students and staff, the New York City Department of Education has also established guidelines to be followed by all community-based organizations. These guidelines are based on both the Department of Health Code *Article 47.25 Health; Emergencies* and the Administration for Children's Services Division of Child Care/Head Start's *Emergency in Elementary Schools*.

Each Elementary School should have a written Safety Plan that provides specific and detailed procedures for responding to a range of incidents including, but not limited to: Fire Emergencies, Evacuation procedures, Hazmat (hazardous materials), Disasters, Shootings, Bomb Threats, Kidnappings, and Hostage Situations

The Board, Head of School, the Director of Operations and Finance, the Directors of Curriculum and Instruction, and the Administrative Assistant are to regularly review the Safety Plan, the evacuation procedures, notification of parents/emergency contacts, medication handling and administration, issuance of first aid kits, fire safety, and emergency communication equipment. In addition, well-defined policies are to be established regarding the supervision of children beyond the program's regular hours of operation or the release of children to designated emergency caregivers when parents are late. These policies and all previously identified areas are to be regularly reviewed and annually communicated in writing to both parents and staff.

## **SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

### **A. Purpose**

The Hebrew Language Academy Charter School-Wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17, and NYC-DOE guidelines. At the direction of the Board



of Trustees, the Head of School appointed a Charter School-Wide Safety Team and charged it with development and maintenance of the Charter School-Wide Safety Plan.

**Hebrew Language Academy Charter School  
1870 Stillwell ave., Brooklyn, NY 11223**

<b>718.682-5610</b>	<b>347-786-7585</b>	<b>info@hla2.org</b>
(Telephone #)	(Fax #)	(Email Address)

**231**  
(Total # of Students Enrolled at Site)

The building's hours are 7:30 A.M. to 4:30 P.M.

The switchboard's daily operations begin at 7:30 A.M.

**B. School Teams**

**School Safety Team** – In accordance with Section 155.17(c)(13), the Hebrew Language Academy 2 Charter School has created a Charter School-Wide Safety Team consisting of representatives of the teachers, administrators, parents, and school safety personnel. As the school is chartered to serve K-5 children, a student representative was not included. The members of the team, and their positions or affiliations are shown in **Table 1**. The first task of the Team was to develop the Hebrew Language Academy Charter School Charter-Wide Safety Plan [Section 155.17(b)]. The members of the team and their positions or affiliations are as follows:

<b>Table 1 – Charter School School-Wide School Safety Team</b>	
<b>NAME</b>	<b>TITLE</b>
Ashley Furan	Head of School
Marie Lucas	Director of Operations
Richard Nunez	Security Representative

In addition, the school has identified team members and other staff members who will comprise an On-Site Emergency Team. This team will be responsible for executing the School-Wide Safety Plan, including post-incident response in times of crisis. The members of this team and their positions or affiliations are shown in **Table 2** as follows:

<b>Table 2 – Charter School On-Site Emergency Response Team</b>	
<b>NAME</b>	<b>TITLE</b>
Ashley Furan	Head of School
Katie Passley	Asst. Head of School
Marie Lucas	Director of Operations

## **Emergency Chain of Command**

### **First In the Chain of Command**

Name and Title: Ashley Furan, Head of School

Telephone #: 718-682-5610

Email Address: afuran@hla2.org

Responsibilities During Emergencies:

1. Coordinate Staff and handle all contact with Public Safety personnel (NYPD, NYFD, EMS).
2. Distribution of emergency contact binders to teachers.
3. Act as a communication liaison between the staff and parents.
4. Coordinate room by room sweep in case of evacuation.

### **Second In the Chain of Command**

Name and Title: Katie Passley, Assistant Head of School

Telephone #: 718-682-5610

Email Address: Kpassley@hla2.org

Responsibilities During Emergencies:

1. Coordination of all teaching staff during emergencies
2. Assist with room by room sweep in case of evacuation.
3. Coordinate distribution of emergency contact binders

### **Third In the Chain of Command**

Name and Title: Marie Lucas, Director of Operations

Telephone #: 718-682-5610

Email Address: mlucas@hla2.org

Responsibilities During Emergencies:

1. Coordination of parent contacts.

2. Distribution of emergency contact binders
3. Assist in room by room sweep in case of evacuation

### **C. Educational Agency Information**

The Hebrew Language Academy 2 Charter School is the sole educational agency required to follow this School-Wide Safety Plan.

The school employs approximately 40 staff both full- and part-time, and serves 254 students for the 2019-20 academic year. Student transportation needs are consistent with the Department of Education requirements. The key official of Hebrew Language Academy 2 Charter School is Ashley Furan, 71.682.5610

### **D. Daily Security Procedures - The Head of School will ensure:**

1. Establishment of the time the building is to be opened and closed. The hours should be posted at all doorways: ***The building's hours - 7:30 A.M. to 4:30 P.M.***
2. Determination when the administrative designee will be at the switchboard to receive incoming calls and to make emergency calls: **7:30 AM**
3. Classroom doors are open or closed while the children are in attendance, but never locked.
4. All locks on doors and windows, and checked routinely.
5. All pathways to doors ensure free access, and checked routinely.
6. All doors function properly and lock, and checked routinely.
7. All rooms are locked at night, and checked routinely.
9. The building is secure at the end of the day, and checked routinely.

### **E. Emergency Equipment - The Head of School will ensure:**

1. Inspection of the first aid kit monthly and replacement of materials as soon as possible.
2. Maintenance of a cell phone or walkie-talkie system for the Head of School and board chair to utilize in the event of telephone service disruptions.
3. Maintenance of battery operated flashlights.

4. Maintenance of a battery operated radio to listen to emergency broadcasts.
5. All fire exits, fire extinguishers, and fire and smoke alarms are working properly at all times, and checked routinely (The school must cooperate with the Fire Department inspections and implement corrective actions immediately).
6. Maintenance of medication storage facilities and records. During an evacuation the designee should, if possible, remove the medication to a safe place.
7. Maintenance of a "Back-up" system for important paper and computer files, and storage in duplicate at an off-site secured location, including contact information for both children and staff.

## **SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION**

Risk Reduction, Prevention and Intervention activities are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency should it occur.

### **A. Prevention/Intervention Strategies**

The Charter School-Wide Safety Plan includes strategies for improving communication among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mentoring, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence in accordance with Section 155.17(e) (1)(xvii).

#### **1. Interior Physical Security and Safety Measures**

1. The number of trash containers in use in the school has been minimized. Trash Containers are not situated in areas that are out of view.
2. The school requires that students and school employees wear standardized identification badges with a photograph.
3. The school has a visitor badge system in place.
4. The school tests all fire alarm pull stations twice each year to ensure that they function properly.
5. Fire department fire prevention bureau personnel conduct a fire prevention seminar for the staff at each school and facility once annually.
6. The school has taken steps to properly secure all desktop computers, VCR's and television sets. Security measures include steps to secure computers against theft and unauthorized access.
7. The school has developed a system to ensure that rooms that are not in use are kept locked.

8. The school has a system in place to ensure that serial numbers are on file for school system property.
9. Valuable school property has been clearly marked to identify it as school property.
10. The school has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner.
11. The school uses an internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork
12. The school has developed a system to restrict access to the building during the day by keeping specified doors locked when not in use.
13. The school safety design team evaluates all building construction and renovation plans early in the design process and makes recommendations to enhance the level of safety through design features (CPTED and target hardening).

## 2. Program Initiatives

A school wide culture that supports positive learning opportunities for all children and youth is critical. This entails assessing special needs among students who behave inappropriately, referring them to appropriate services and interventions as needed, supporting the development of skills for future employment, and developing working relationships with parents, families and communities.

Young people have a variety of emotional needs, which they bring to school. Some of these needs may be met in school through encounters with peers and school staff, while others require proper assessment and referral to community services. If these needs are handled effectively, students are less likely to engage in negative behavior.

**Other Initiatives** - The Hebrew Language Academy 2 Charter School also has initiatives in place for prevention of violence and intervention for children who exhibit or are at risk for violent behaviors.

- **Social Worker Services.** Teachers refer students to the School Social Worker as needed. The social worker meets with targeted students for individual, group and family counseling, working with children in the context of family, school, peer and community systems. He/she ensures effective intervention practices by observing students in the classroom setting, developing a relationship with parents and building relationships with outside community-based organizations for additional services. Interventions provided by the social worker also include conflict resolution and peer mediation.
- **Discipline Code.** Developed by the school staff, the Discipline Code identifies key players, sets expectations for appropriate school conduct, and defines consequences

for parents, students, and staff at the Hebrew Language Academy 2 Charter School. The Discipline Code is enforced as needed by teachers and staff within the school.

### **3. Training, Drills and Exercises**

**Multi-Hazard Training** - In accordance with Section 1.55.17(e)(1) (xiv), The Hebrew Language Academy 2 Charter School will provide multi-hazard school training for instructional and non-instructional staff members and students through a combination of full-scale drills, tabletop exercises and staff development programs. Such training will include fire drills, bus drills, evacuation drills, shelter-in drills and lock down drills.

The Hebrew Language Academy 2 Charter School employs a school safety aide, who supervises the sign-in table, provides identifying passes to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their passes upon leaving the building.

Working relationships with local police regarding the implementation of school safety and security have been established and will continue to be developed and strengthened.

The School-Wide Safety Plan is distributed to all staff members each year. Planned and practiced responses to emergency/crisis situations occur regularly so that school personnel are prepared the following situations: fire, bomb threat, environmental threat, extraordinary event/crisis, school security (violence, weapons, and intruders), drugs and alcohol, child abuse, medical emergencies, and death in the community. Such emergency drills occur as both planned and unplanned practices at various times of the day and are recorded each year.

All drills are timed by the Head of School or designee to assess improvement over time. The drills are reviewed by the School Safety Team to assess timing, coordination, and performance of key personnel. The Head of School or designee is responsible for monitoring duration and efficacy of each drill.

**Conduct and Review of Drills** - In accordance Section 155.17(e)(1)(xv), the Hebrew Language Academy 2 Charter School shall hold and evaluate fire drills (8), emergency evacuation drills (2), intruder drills (4), and other drills as deemed necessary to ensure that all students, faculty members, and other staff are familiar with each drill so that it can be activated and accomplished quickly and efficiently. These drills will be held at regular as well as inopportune times, and will utilize a variety of blocked exits, as appropriate, to take care of almost any situation. Each member of the faculty shall take his/her attendance register or class record when a drill is conducted. Immediately upon arrival at a prescribed point, the faculty member shall check the students to see that all students are present. A report of absentees shall be made immediately to the Head of School or designee. Drills will involve and be coordinated by local emergency responders at the NYC 62nd Police Precinct, 1925 Bath Ave, Brooklyn, NY 11214 (718-236-2611).

The evaluation of all drills will be conducted after each and every drill. Evaluation records will be kept for each drill, including the times for the evacuation of the facility, in order to ascertain

whether or not the drill is running in a timely manner and according to plan. Administrative staff and other observers will be placed to evaluate the student and staff participation in order to make recommendations for the improvement of these drills.

Participating in emergency preparedness drills empowers young children to feel more in control of situations that are otherwise frightening and disorienting. When appropriate, “Stop, drop and roll” exercises should be conducted with the children, along with lessons regarding fire safety at home and in school. Encourage children to talk about their concerns. Reassure children that the program staff is doing everything possible to keep them safe. Fire and evacuation drills must be conducted 8 times per year with staff, volunteers and children.

During a drill everyone must leave the building immediately. The following steps should be taken:

1. At the sound of the signal, the staff directs the children to stand.
2. Classroom Teacher leads the children to the exit.
3. The last person on the line closes the classroom doors to prevent the spread of fire.
4. Staff and children walk a sufficient distance so that they are clear of the building.
5. When an “all clear” signal is sounded everyone reenters the building.

**Sheltering In** - There will be times when the appropriate response to a disaster may require that emergency responders direct children and staff to remain within the building. This type of response is often referred to as “sheltering-in.” **The “sheltering-in” location must be**

1. A hallway and away from windows and glass;
2. An area that is isolated and where ventilation can be turned off, if needed;
3. An area that is lower than the first floor and away from the main entrance of your building; and,
4. An area that has access to emergency resources such as water, cups, blankets, change of clothing, a battery operated radio, and flashlights.

The determination that staff and students should remain inside during a disaster will be made by local law enforcement and public safety officials. Once that decision has been made, staff will be given particular directions as to where staff and children should be moved as well as the steps that need to be taken to ensure that the relocated environment remains free from the dangers outside of your building.

While by law school personnel are required to conduct fire drill mandates, they are also urged to conduct shelter drills. **At the sound of the shelter drill signal, the procedures should be as follows:**

1. Close all windows, draw all shades, exit classroom with the children, close all of the classroom doors and proceed immediately to the shelter.
2. Maintain calm and quiet.
3. Return children and staff to classrooms at the sound of the signal

#### **4. Implementation of School Security**

##### **Building Security Procedures**

**1. Visitor Management** - All visitors to The Hebrew Language Academy 2 Charter School will be required to sign in at the greeter's table at the main entrance of each school building. Anyone who is not a regular staff member or a student of the school will be considered a visitor. This includes parents/relatives, contractors, vendors, delivery people, and others having business with school officials.

In accordance with Section 155.17(e)(1)(xviii), The Hebrew Language Academy Charter 2 School employs a school safety aide who supervises the sign-in table, provides identifying passes to visitors, directs visitors to their destinations, monitors the visitor traffic in the building, and ensures that visitors sign out and return their passes upon leaving the building.

1. Each visitor shows identification and a visitor's badge is issued.
2. Each visitor's time-in and time-out of the building is recorded.

Upon signing in, the greeter will provide the visitor with a badge identifying the individual as a visitor. The visitor will wear the badge conspicuously during the visit. Upon leaving, the visitor will sign out at the greeter's table and return the visitor's badge to the greeter. The names of visitors who do not sign out and return the visitor's badge provided to them at check-in will be reported to the Head of School as soon as possible.

Visitors, even though they have signed in and are wearing a visitor's badge, are not allowed to wander through the facilities.

A staff member who observes a visitor who appears lost or who is otherwise walking through the building with no apparent purpose will address the visitor by asking, "Can I help you?" The staff member will then provide assistance in the form of directions or direct the visitor to the main office. If a staff member observes suspicious, threatening and/or otherwise inappropriate behavior, such behavior should be reported immediately to the main office for a response from the Head of School or his designee. Student visitors from other schools, unless they have a specific reason and prior approval of the Head of School or designee, are not permitted to enter school buildings. Anyone who violates any provisions of The Hebrew Language Academy 2 School Code of Conduct is subject to appropriate penalties, up to and including reprimand, ejection, arrest and/or criminal prosecution.



**2. Duties of School Security Personnel** - The school staff who serve in this capacity receive training from the Head of School as to their duties at the beginning of each school year. The greeter's table is in the lobby reached through the main entrance door. The hiring and screening process for these employees is the same as for any other staff member, including teacher aides who do not serve in this capacity. The hiring and screening process, of course, does involve the mandatory fingerprint and criminal background check required of all employees.

Everyone in the facility, including other employees, instructors not in the regular classrooms, and visitors, must obey the instructions in the room or area they occupy when the alarm or notification is given.

All exterior doors not routinely used for student or staff entrance will be secured so as to limit building access to the main entrance of each facility.

Procedures for maintaining the security of the facility, as well as procedures for radio use, will be regularly tested by the Head of School or designee.

## **5. Vital Educational Agency Information**

**Maintenance of Vital Information** - In accordance with Section 155.17(e)(1)(xx), The Hebrew Language Academy 2 Charter School collects and maintains vital educational information, including student enrollment, the number of staff, and teaching stations. The Head of School assesses transportation needs. The Head of School maintains and updates listings of home and work telephone numbers for key personnel throughout the school.

The Hebrew Language Academy 2 Charter School is the sole educational agency required to follow this School-Wide Safety Plan.

The school is located at: 1870 Stillwell Ave., Brooklyn, NY 11223

Student transportation needs are consistent with the Department of Education requirements. The key official of Hebrew Language Academy Charter 2 School is Ashley Furan 718-682-5610

## **B. Early Detection of Potentially Violent Behaviors**

The early detection of potentially violent students will be facilitated through professional development offerings provided for the Hebrew Language Academy 2 Charter School staff.

**Dissemination of Early Detection Information** - In accordance with Section 155.17(e)(1)(xiii), all teachers and non-instructional staff members were provided with School Violence Prevention training at the beginning of this school year. Updated training in this area will be provided annually hereafter. In addition, teacher aides who supervise students in non-academic areas, such as on playgrounds and in cafeterias are provided with conflict intervention training. Conflict intervention training for teacher aides will be updated annually.

**Child Safety** provides all students with training in detecting and managing unwanted behaviors. The topic is introduced to parents at the first parents meeting in the fall, then through notices at Fire Prevention Week and the week prior to the spring break.

Before the end of the first week of each academic year, teachers will familiarize themselves with all available information and records about the regular education and/or special education program placement of every student in their class. Instructional and non-instructional staff, who are concerned about the behavior of a student will communicate with the Head of School if the situation so warrants. The Head of School will then communicate appropriate information to other staff members on a need-to-know basis. The staff member will proceed to work with that student on the basis of these consultations and information.

### **C. Hazard Identification**

**Hazard Identification** - In accordance with Section 155.17(e)(1)(i), The Hebrew Language Academy 2 Charter School building has been evaluated for the location of potential hazards, both on and off school grounds. This hazard identification shall be updated at least once a year. The locations currently consider as hazardous are the interactions of

- Within the building – Custodial closets located in closets on the first floor.
- HVAC Units - Located on the roof

No Sites of Potential Emergency for the Areas surrounding the Hebrew Language Academy Charter School building have been identified. The Emergency Response Plan, located in the School Office along includes the identification of hazardous roadways and intersections in proximity to the school building.

There are no storage facilities for hazardous chemicals adjacent to School facilities that have been identified by the New York State Department of Environmental Conservation.

## **IV. - Section III: Response**

In the event of an emergency situation, the school will work with local government officials for obtaining advice and assistance. In an emergency, the Head of School or designee will contact the highest-ranking local government official in which the emergency situation has occurred. In addition, the school will contact the appropriate agencies (i.e. police departments, fire departments, the Red Cross, mental health providers, religious organizations, etc.) to obtain advice and assistance in the event of an emergency.

### **A. Notification and Activation (Internal and External Communications)**

**Contacting Law Enforcement Officials** - In accordance with Section 155.17(e)(1)(vi), in the event of an emergency, such as a fire, choking, a heart attack, a display of weapons, a shooting or stabbing, or a traffic accident, anyone with access to an outside telephone line first will contact emergency services by dialing 911 and then will notify the Head of School. In the event of a pending emergency, the Head of School will be notified first. The Head of

School or designee then will contact emergency services, if appropriate, by dialing 911. The Head of School then will notify local law enforcement officials as the situation warrants. Local law enforcement agencies include the New York City Police at the NYC 62nd Precinct, 1925 Bath Ave, Brooklyn, NY, 11214, (718) 236-2611, contact the Front Desk. The Head of School is the ICS designee.

The Emergency Response Team also will be notified at the beginning of the incident. The Head of School can refer to the Emergency Response Plan and/or the Quick Reference Guide for the proper sequence for notification. After the initial response to the emergency, the sequence for official notification for the majority of incidents will be as follows:

- Head of School
- Director of School Operations
- School Security Staff

The Head of School, before leaving the building for any reason, will designate an individual administrator or other staff member to act should an emergency occur. Building office staff will be informed of the name of the Head of School' designee before he leaves the building.

The On-Site Emergency Response Plan has been prepared in cooperation with the local authorities, local police agencies, and/or the New York State Police.

Information of severe weather such as, but not limited to, tornadoes, storms, and blizzards, as well as national emergencies and other emergencies which can be foretold, will be received in the Head of School' office.

**Contacting all Educational Agencies within the Charter School** – Section 157.17(e)(1)(xix) - Since The Hebrew Language Academy Charter School is a single entity, there are no other educational agencies for it to contact.

**Contacting Parents** – In accordance with Section 155.17(e)(1)(xi), it is the duty of the Head of School or designee to notify faculty, students, staff, parents, guardians, or persons in parental relation to students when it is necessary to respond to either internal or external situations. Notification of incidents will be made to the Head of School's office, using the telephone and fax. The Head of School or designee will use the telephone to notify parents when an incident is stable and under control, using the Automated One Call Now telephone system. For small group notification, a telephone will also be used. The NYC 63rd Police Precinct, 1844 Brooklyn Avenue, Brooklyn, NY, 11210, (718) 258-4411, be notified, using the telephone.

If it becomes necessary to close school before the regular closing time, such information will be announced and communicated to parents by administrators using the telephone or released through the following news media: WINS (1010 AM), WABC (880 AM), or WADO (1280 AM)

**Contacting Media** - Regardless of the nature of the incident, all inquiries from the media should be referred to the Head of School's office. Staff training in the Charter School-Wide Safety Plan will emphasize this aspect of the communications protocol. Such inquiries will be addressed by the Head of School or designee, or one of the School's available administrators or teachers.

In the event of a critical incident, the Head of School and/or designee will complete an incident report form in anticipation of contact by members of the media. The incident report will outline the date, time, location, and type of incident, and what agencies have been contacted. As time permits, a press release based upon the information contained within the incident report form will be developed and disseminated via fax, telephone, e-mail or in person to members of the media. A list of area media contacts will be developed by the Head of School for this purpose.

Depending upon the nature of the critical incident, the charter school's attorneys will be contacted for on-site consultation, as appropriate. As already outlined in this plan, emergency service providers and local officials will already have been contacted as required.

When representatives of the media arrive at the site of the critical incident, the Head of School or designee will designate a location and format for meeting with them to provide an incident report and answer appropriate questions. The location will be determined by the Head of School or designee and will be dictated by the nature and location of the critical incident. Depending upon the nature of the incident, the media briefing area could be in the Head of School' office, in the school building, outside one the school building, at a designated off-site command post, or adjacent to the off-campus incident site.

If it becomes necessary to close school before the regular closing time, such information will be announced and communicated to parents by administrators using the telephone.

Parents, guardians and persons in parental relation complete emergency contact cards at the beginning of each year. One of the names listed on the emergency contact sheet will be notified of the early dismissal by the Secretary and Office Aide via telephone. This could include informing a parent or other emergency contact members and/or riding a bus to a different-than-normal destination. Management of the emergency early dismissal process is the responsibility of the Head of School and/or designee. The Head of School will remain at the school until all students are dismissed.

## **B. Situational Responses**

The appropriate responses for this section could include the use of the sheltering, lock down, evacuation or go home procedures, as outlined in the Emergency Preparedness Plan and/or the Charter School Quick Reference Plan. A log of all medical treatment provided to students or staff will be kept by the school nurse. An incident report will be filed by Head of School immediately after each emergency incident so that response protocols can be reviewed, assessed and modified as needed.

## **1. Responses to Civil Disturbances**

An emergency caused by an action, which requires an appropriate response by school officials. The following specific situations are covered in this section:

- Bomb Threat
- Hostage
- Intruder
- Kidnapped Person

The guiding principles for emergency planning are: holding action to contain the situation; keeping children away from the situation; communicating with the proper authorities; and finally, restoring normal activities. If it becomes necessary to respond to civil disturbances, the Head of School may rely on one of the following responses: shelter, lock down, evacuation, go home.

## **2. Responses to Environmental Problems**

An emergency caused by a naturally occurring or man-made environmental problem requires an appropriate response by school officials. The following specific situations or occurrences are addressed in this section:

- Air Pollution
- Drought
- Earthquake
- Flood
- Oil/Gasoline Spill
- Radiological Incident
- Storm – Snow / Ice / Wind / Hurricane
- Thunderstorm / Lightning Storm
- Tornado
- Toxic Material Spill
- Water Contamination

The guiding principles for response are protection of life first, then the preservation of property, including restoration to normal activities. The fire department, local police, State Emergency Management Office, Federal Emergency Management Office and/or environmental specialists will communicate, evaluate, and make the necessary arrangements with the Head of School or designee and the Head of School for control, clean up, remediation, and disposal of any materials, if needed.

The appropriate responses for this section could include the use of sheltering, lock down, evacuation or go home protocols.

## **3. Responses to Fire and Explosion**

A fire or explosion in a building, or even a false alarm, will interrupt and disrupt school building activities. The effects may be minor, as in the case of a false alarm, but could be significant,

as in the case of a fire or explosion. Emergency guidelines, ranging from minor to major occurrences, are included in this section:

- False Fire Alarm
- Fire
- Explosion

In each case, the guiding principles for emergency planning are protection of life first, then preservation of property, including restoration of normal activities. If it becomes necessary to respond to fire and/or explosion, the Head of School may rely on one of the following responses: shelter, lock down, evacuation, go home.

#### **4. Responses to Systems Failure**

The failure of a building's structural or mechanical system will interrupt and disrupt normal building activities. A failure or malfunction may be minor, temporary in nature, and readily or easily corrected, or may be major, create emergency conditions, and involve extensive or extended corrective work. Emergency guidelines, ranging from minor to major occurrences, are included in this section for the following facility failures:

- Electrical Failure
- Energy Loss or Governmentally Imposed Fuel Shortage
- Heating System Failure (Loss of Heat)
- Roofing System Failure (Leak)
- Sewage System Failure
- Water System Failure
- Gas Leak
- Structural Failure

The guiding principles for emergency planning are the protection of life first, then the preservation of property, including restoration to normal activities. If it becomes necessary to respond to a systems failure, the Head of School may rely on one of the following responses: shelter, lock down, evacuation, go home.

#### **5. Responses to Medical Emergency**

A medical emergency is the result of a minor or major illness or injury to an individual(s) and can be of such severity as to be life threatening or merely cause the victim discomfort or pain. Emergency guidelines are included in this section for the following:

- Allergic Reaction
- Animal Bite
- Bleeding
- Blow to the Head
- Broken Bones
- Burns
- Choking
- Diabetic Shock
- Drowning

- Electric Shock
- Epidemic
- Epileptic Convulsions
- Food Poisoning
- Head Lice
- Heart Attack
- Respiratory Arrest
- School Bus Accident and/or Fire
- Shock
- Chemical/Toxic Exposure

The guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is the treatment that will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of a parent or legal guardian. An effective medical emergency program should be based on medically and educationally sound procedures. Some of the components of such a program are:

1. Signed instructions for emergencies from parents, and /or legal guardians should be available, including name and date of birth of the child; name, address and telephone number where one or both parents may be reached at home and at work; name, address, and telephone number of another person who has agreed to care for the child if the parent or guardian cannot be reached; name, address, and telephone number of the family physician (or Christian Science Practitioner), a list of medical problems, allergies, and daily medication needs, and any special condition which should require special handling. This information is requested of parents on the student emergency card.
2. The Head of School will ensure that all school personnel and students are informed of the location of the school nurse. The telephone numbers of specific emergency services and individuals will be posted conspicuously near each telephone. These may include school physician, fire department, police, hospital, ambulance, poison control center, etc.
3. A list will be maintained by the Head of School of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, allergy to bee stings, etc.
4. Written instructions in first aid procedures will be available to all school personnel. Each teacher should have a copy in his or her room for reference. Copies will be posted in the health office, food services area, maintenance department and administrative office.

If it becomes necessary to respond to a medical emergency, the Head of School may rely on one of the following responses: shelter, lock down, evacuation, go home.

## **6. Responses to Implied or Direct Threats of Violence**

**Implied or Direct Threats** - In accordance with Section 155.17(e)(1)(iii), The Hebrew Language Academy 2 Charter School-Wide Safety Plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Hebrew Language Academy 2 Charter School

expects a high standard of behavior from its students, faculty and staff as well as visitors to the school facility and grounds. The school will enforce The Hebrew Language Academy 2 Charter School Code of Conduct, which governs the behavior of all persons, whether or not their presence is authorized, upon any premises or property under the control of the school and used in its teaching, administration, and cultural, recreational, athletic and/or other programs and activities. A copy of the Code of Conduct is available in the main office of the school as well as in the school office.

In the event of an implied or direct threat of violence, the following protocol will be implemented:

1. The threat will be reported to the Head of School or designee, either directly or through a member of the school staff.
2. The Head of School or designee will immediately investigate the report of an implied or direct threat. Such investigation will involve interviewing witnesses to the threat, including students and/or staff, as appropriate to the nature of the threat.
3. The Head of School will use the information collected during the initial investigation to make a determination as to the threat's degree of severity. Input from school-based mental health professionals, as well as the prior behavior of the individual implying or issuing the threat, will be considered in making this determination.
4. If the threat's degree of severity is determined to be minor, the individual implying or issuing the threat will be provided with a warning. If the individual is a student, his/her parent or guardian will be contacted by the Head of School or designee and will document the incident in a letter to the parent or guardian.
5. If the threat's degree of severity is determined to be major, the local law enforcement agency will be notified and asked for their assistance in completing the investigation and addressing the implied or direct threat. The student will be suspended from school for a period of time consistent with the school's Code of Conduct. Parent contact and written documentation will be implemented as for a minor threat.

[Any emergency caused by an action of an individual or individuals requires an appropriate response by school officials. Protocols can be found in the School Emergency Response Plan. The communications outline will also include the notification of the Head of School, and local fire, police and emergency services, as appropriate.]

- **Responses to Acts of Violence**

In accordance with Section 155.17(e)(1)(iv), The Hebrew Language Academy Charter School has developed the following protocol In the event of an act of violence, It will be implemented through a four step sequence:

Step 1 - The act of violence will be reported immediately to the Head of School or designee.

Step 2 - The Head of School or designee will respond immediately to the act of violence, depending upon the nature of the violent act, in a manner that attempts to ensure the safety of all students and adults in the building. Based upon the available information, this may include reporting to the location of the violent act and addressing the violent act, implementing efforts to isolate the individual if possible, as appropriate. It may also involve



initiating the procedures for a building lockdown or “shelter in place” procedure and contacting area police agencies to request their assistance.

Step 3 - Once the area has been secured either by school or police personnel, depending upon the violent incident, the police personnel and/or the Head of School or designee will immediately investigate the act of violence. For the Head of School or designee, such investigation will involve interviewing witnesses to the act of violence, including students and/or staff, as appropriate to the nature of the violent incident.

Step 4 - If the individuals involved are students, their parents or guardians will be contacted by the Head of School or designee and will document the incident in a letter to the parent or guardian. The students will be suspended from school for a period of time consistent with the school’s Code of Conduct. In consultation with area police agencies, legal action against the individuals committing the act of violence may be pursued, depending upon the nature of the incident.

- **Response Protocols**

In accordance Section 155.17(e)(1)(xvi), The Hebrew Language Academy Charter School has established protocols for responses to emergencies and will refer to the use of Incident System (ICS) procedures in response to acts of violence. The role of the Incident Commander is key and will be recognized in determining appropriate actions. General procedures could include:

- Determination of the level of threat
- Monitoring of the situation; adjustment of response with the initiation of early dismissal, sheltering or evacuation – as necessary.
- Contacting personnel at the NYC 62nd Police Precinct.

In the event of an emergency telephone call such as:

- Bomb Threat
- Fire emergency
- Hostage Situation
- Intruder
- Kidnapping

or other emergency received at the school, the individual providing the coverage at the desk or receiving the telephone call is to immediately contact the administrator in charge. Calls to the remainder of the chain of command should then commence:

- Head of School
- Administrative Assistant
- School Safety Aide

**Bomb Threat – Sequential Response Actions:**

1. Upon receipt of a bomb threat by telephone, initiate the Bomb Treat Response Form in the Emergency Response Plan. Listen for identifying speech

characteristics, male or female, young or old, etc. Fill out the Response Form as complete as possible.

2. Notify the following personnel: Head of School
3. Notify the NYC Police: Head of School (or designee)
4. Under the direction of an administrator listed in item 2, notify all building occupants using the public address system of a “Code Blue Response Guidelines”. **Note - Do not activate the Fire Alarm System.**
5. The Head of School will direct all staff, students, and visitors to evacuate or shelter to a safe area. They shall maintain silence and wait for further instructions.
6. When the “all clear” is given by the Head of School or designee and the law enforcement agency, evacuated persons will be instructed to report to their areas for an accountability check (using student and staff rosters) and to resume normal operations.

**Note: If it is anticipated that a Bomb Threat will be called in (during a school-wide function, Regents examination, dance, etc.), the “Pre-clearance and Security Screening in Lieu of Evacuation” shall be implemented. This procedure can be found in the State Education Department’s Revised Bomb Threat Response Guideline, Option C.**

#### **Hostage Taking and Kidnapping - Sequence Response Action**

1. Identify the situation – All school staff and students are responsible for identifying the situation, should they be witnesses
2. Notify the following personnel: **Head of School**
3. Notify the NYC 62nd Police Precinct and follow their instructions. Do not try to overtake the perpetrator.
4. Notify all school occupants using the public address system that there is a “Code Red”.
5. A lock down of all doors and windows in rooms, offices, assembly halls, and entrances and exits should take place immediately.
6. Isolate the incident from all personnel. Do not allow persons to enter the area without the advice of NYS 62nd Police Precinct officials.
7. Update the Board President (Hebrew Language Academy), NYC-DOE-ONS and NYSED of the situation and actions taken.
8. Follow the instructions of NYC 62nd Police Precinct officials.
9. After the announcement “Code Red – All Clear” is given, resume normal activities.

#### **Intrusions – Sequential Response Action**

1. Identify the intruder. Verification should be made that there is indeed an intruder in the building, on the grounds, or if a real threat exists. Always assume the intruder is armed and dangerous.
2. Notify the following personnel: **Head of School**
3. Under the direction of an administrator listed in item 2, notify all school occupants using the public address system of a “Code Red”
4. Notify NYC 62nd Police Precinct officials.
5. A lock down at all rooms, offices, and assembly halls should be done immediately.
6. Isolate the area of the incident from all personnel. Do not allow anyone to enter or leave without permission of law enforcement officials.
7. Follow the instructions of the law enforcement officials
8. After the announcement, “Code Red – All Clear” is given, conduct an accountability check. After the check is completed, resume normal operations.

- **Emergency Agencies & Services Available**

**Arrangements for obtaining assistance** – In accordance with Section 155.17(e)(1)(vii), it has been determined that for **ALL EMERGENCIES**, dial **911**. This includes police, fire and ambulance. The Head of School, or designee will be the individual responsible for initiating contact.

**Advice and assistance** – In accordance with Section 155(e)(1)(viii), the Head of School will begin by contacting personnel at the NYC 62nd Police Precinct. The Head of School will also contact other available resource persons as needed by reached by Emergency Numbers, which are:

<i>Chemtrec</i>	800	634-9300
<i>National Response Center – Oil &amp; Toxic Chemical Spill</i>	800	634-8802
<i>Pesticide Service Center</i>	800	847-7332
<i>American Red Cross</i>	800	733-2767
<i>Poison Control Center</i>	800	222-1222
<i>Domestic Violence / Child Abuse Hotline</i>	800	799-7233
<i>Suicide Hotline (adolescent)</i>	800	621-4000
<i>Teen Help Hotline</i> <a href="http://teenadvice.about.com/od/helplines/General_Help_Lines.htm">http://teenadvice.about.com/od/helplines/General_Help_Lines.htm</a>		
<i>Department of Environmental Conservation</i>	800	457-7362
<i>Gas Odors</i>	800	752-6633

**School Resources for Use in an Emergency** – In accordance with Section

155.17(e)(1)(ix), The Hebrew Language Academy<sup>2</sup> Charter School can use other resources. Those resources include:

- A school in the area, with its telephone number and street address
- Communication Resources at the school – classroom intercoms, bullhorns, telephones and faxes.

**Procedures to Coordinate Resource Use** - In accordance with Section 155.17(e)(1)(x) the Hebrew Language Academy Charter School has prepared a listing of all resources available to the school is located in the Emergency Response Plan. This includes the emergency equipment available such as batteries, food supplies, water, fire extinguishers, etc. Emergencies requiring transportation, the school will contact The NYC DOE Office of Pupil Transportation.

In the event of an emergency, the Head of School has been authorized to afford maximum protection that is reasonably attainable for all students, staff, and facilities. This includes the development and implementation of an emergency plan for the protection of all students, faculty and all buildings and grounds and the physical assets of the school.

The NYC DOE Office of Pupil Transportation has hundreds of buses and is a major provider of student and adult transportation in New York City.

The school building has a multi-purpose room that could be used for sheltering purposes. Food would have to be brought in from other sources for a prolonged period of time.

There is telephone communication throughout the building. The school office has hand-held radio communication. There are no generators located at the school. Therefore, electricity would be needed to run all building systems.

Notification to the Head of School will allow all resources, facilities and vehicles to be allocated and used in the event of an emergency.

During certain conditions, the nature of the emergency may demand that classes be dismissed or cancelled. The nature of some events may include that students and staff be evacuated from the building. They will be transported and housed temporarily in the *(School or other designated area which will receive students in an emergency)*

The following is the procedure to be implemented:

1. The Head of School or designee will make the decision to evacuate.
2. The Head of School or designee will notify the local police and fire departments, if and as appropriate.
3. The Head of School will notify the appropriate official(s) at the off-campus alternative site(s).

4. Teachers will assemble students at the designated assembly site outside the evacuated school building.
5. Teachers/staff will be dispatched to the alternative site(s) to prepare receiving areas.
6. Teachers will walk students to the designated alternative site, take attendance, and report attendance to the Head of School and or designee.
7. The Head of School will notify the media and post the information on the Internet to inform the parents of the evacuation and the site location for student pickup.

- **Early Dismissal Plan**

- **8. Response Plans for School Cancellation, Dismissal, Evacuation and Sheltering**

– In accordance with Section 155.17 (e)(1)(ii), The Hebrew Language Academy 2 Charter School has established responses for emergencies, including the cancellation of classes, early dismissal, evacuation, and sheltering.

- 1. Cancellation of Classes / Notification of “No School”**

If severe blizzard, heavy snow storm, ice conditions or flooding occur during the night which make driving hazardous, and such conditions are known by 6 AM, a “No School” announcement will be made. Responsibility for this decision and notification shall be the Head of School and/or designee. The Head of School or Head of School will call the Director of Operations to notify them of the cancellation. The Director of Operations, in turn, will send out the automated phone/email message to all parents and staff.

- 2. Dismissal During School Day**

If, during the school day, weather or another situation threatens and/or develops that would jeopardize the health and safety of the school children, the school may be closed earlier than the usual dismissal time. In that event, the parents and the bus company will be notified. Either parents or buses will transport the children to their after-school destinations in the usual afternoon dismissal order. Parents will then expect their children to arrive home before the regular arrival time.

- **Evacuation Procedures / Sheltering Sites (Internal and External)**

In the case of tornado or national emergency, or other type of emergency requiring persons to stay in the building, the Head of School shall initiate the necessary actions upon notification that his school is threatened. Students, faculty, and other employees at the school will go immediately to their designated stations previously assigned. During certain conditions, the nature of the emergency may demand that students and staff be evacuated from the facility. They will then be moved to and housed in another alternate location, such as the *(School or other designated area which will receive students in an emergency)*

In certain circumstances, evacuation may mean only going outside, away from the building and waiting for danger to pass. The following is the procedure that will be followed:

1. The Head of School or designee will make the decision to “Evacuate”.
2. The Head of School or designee will notify the local police and fire departments and the Emergency Response Team, if and as appropriate.
3. If students are to be transported beyond walking distance, the Head of School or designee will notify The NYC DOE Office of Pupil Transportation for buses to transport children to the new destination.
4. The Head of School will then evacuate the building.
5. Teachers will walk all students to the designated alternative site/s.
6. Each member of the faculty shall take his/her attendance register.
7. Students will line up in an orderly fashion and attendance will be taken.
8. School personnel will be dispatched to the alternate site to prepare receiving areas.

As specified in the Evacuation Procedures, staff will remove the Emergency Binder and attendance rosters.

The Head of School will notify the area media to inform the parents of the evacuation, of the site location for student transportation or pick up, and of the timetable for dismissal. Upon arrival at the alternate site, students will be directed to a specific location. Each teacher will take attendance and forward the record to the Head of School or designee. If conditions permit, the children will be returned to the school for a normal dismissal.

- **Dismissal from the Alternate Site**

If parents arrive to pick up their children, they will give the name and grade of their child to the staff member assigned to monitor the entrance of the alternate site location and then be directed to the correct area for pick up. Buses will arrive at the alternate site location to transport children to their after-school destinations on a schedule to be determined by the situation requiring the evacuation. If the crisis persists past 2 P.M., children will have to wait for the normal dismissal schedule in order to be transported from the alternate site location.

At the alternate site location the Head of School or designee will be inspected to ensure all children have evacuated. Upon final building inspection, school personnel will be released by the Head of School or his designee on a need basis.

**HEBREW LANGUAGE  
ACADEMY CHARTER SCHOOL 2**

**RESOLUTIONS OF THE  
BOARD OF TRUSTEES**

**UPDATED ORGANIZATIONAL CHART**

**November 24, 2020**

The resolutions hereinafter set forth as the action of the Board of Trustees of HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2 (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on November 14-15, 2016, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School which was incorporated by reference into the Charter Agreement (the "Agreement") signed by and between the Authorizer and the School on or about November 15, 2016, for a term to run through and including June 30, 2022:

WHEREAS, the Board in conjunction with School Leadership has determined that the School and its students would benefit from an Updated Organizational Chart (attached hereto as **Exhibit A**) with modified and clarified reporting relationships within the original organizational chart as set forth in the School's Charter; and

WHEREAS, the Board has further determined that proposed updates to the organizational chart will streamline and simplify the organizational structure by making the chain of command easier to follow.

BE IT RESOLVED, the Board believes it to be in the best interest of the School to request a revision to the Charter to update the organizational chart to reflect the changes as set forth in the Updated Organizational Chart;

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Updated Organizational Chart beginning with the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and

deliver the Revision Request and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

### **SECRETARY'S CERTIFICATE**

The undersigned does hereby certify that the foregoing resolutions of Hebrew Language Academy Charter School 2 were duly adopted by the Board of Trustees of Hebrew Language Academy Charter School 2 on November 24, 2020.

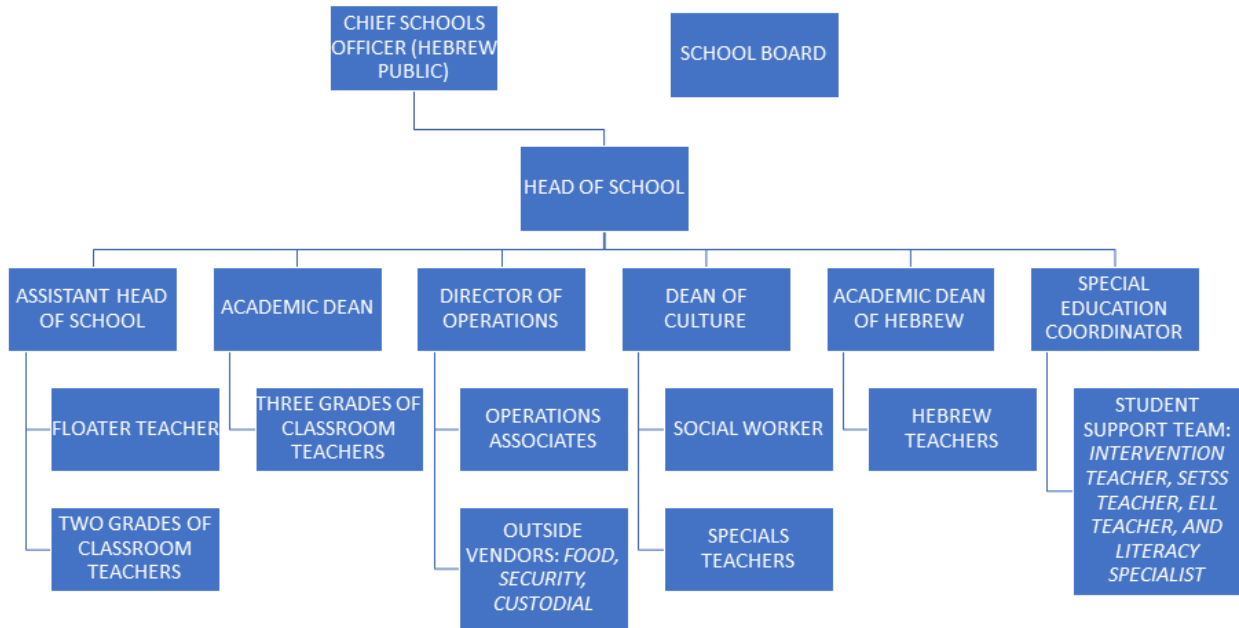
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Alice Li, Secretary



**Exhibit A**

**Updated Organizational Chart**



## **V. - Section IV: Recovery**

Responses for different types of crises should be planned in advance and reviewed, updated, and practiced periodically. The chaos and panic created by certain situations cannot be effectively handled without a pre-established specific plan of action.

The extent of, and need for, disaster or emergency recovery depends in large part upon the nature of the incident. The Hebrew Language Academy 2 Charter School administration will provide the necessary resources to ensure as smooth a transition back to normal operations as possible following an emergency or violent incident.

### **A. District Support for Buildings**

**Support for the building** – The Hebrew Language Academy 2 Charter School will support the Emergency Response Team in emergencies or disasters by providing financial and logistical assistance. The agency will also aid the team by interfacing with relevant regulatory agencies and the media.

### **B. Disaster Mental Health Services**

**Disaster Mental Health Services** - Following a serious act of violence or other disaster in the school, employees, counselors, students, police and other emergency respondents, witnesses, and the family of these individuals often suffer from stress-related ailments such as insomnia, depression, anger, headaches and ulcers. These conditions translate into higher rates of absenteeism and turnover, as well as reduced school and job performance. Much of this suffering and loss can be reduced if the affected individuals receive debriefings from experienced counselors 24 to 72 hours after the traumatic incident.

The Hebrew Language Academy 2 Charter School, under the direction of the Head of School, will facilitate the coordination of disaster mental health resources by interfacing with the State Emergency Management Office, the NYS Office of Mental Health, and the American Red Cross.

At all times the School must maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.

**HEBREW LANGUAGE  
ACADEMY CHARTER SCHOOL 2**

**RESOLUTIONS OF THE  
BOARD OF TRUSTEES**

**UPDATED MISSION STATEMENT**

**November 24, 2020**

The resolutions hereinafter set forth as the action of the Board of Trustees of HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2 (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on November 14-15, 2016, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School which was incorporated by reference into the Charter Agreement (the "Agreement") signed by and between the Authorizer and the School on or about November 15, 2016, for a term to run through and including June 30, 2022:

WHEREAS, the Board in conjunction with School Leadership has determined that the School would benefit from an Updated Mission Statement (attached hereto as **Exhibit A**) which would simplify the initial mission statement in order to better and more concisely espouse the School's core values; and

WHEREAS, the Board has further determined that proposed Updated Mission Statement would align the School with those of its sister network schools.

BE IT RESOLVED, the Board believes it to be in the best interest of the School to request a revision to the Charter to update the Charter to reflect the changes as set forth in the Updated Mission Statement; and

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Updated Mission Statement beginning with the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions

described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

### **SECRETARY'S CERTIFICATE**

The undersigned does hereby certify that the foregoing resolutions of Hebrew Language Academy Charter School 2 were duly adopted by the Board of Trustees of Hebrew Language Academy Charter School 2 on November 24, 2020.

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Alice Li, Secretary

## **Exhibit A**

### **Updated Mission Statement**

Hebrew Language Academy 2 is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

**HEBREW LANGUAGE  
ACADEMY CHARTER SCHOOL 2**

**RESOLUTIONS OF THE  
BOARD OF TRUSTEES**

**UPDATED KEY DESIGN ELEMENTS**

**November 24, 2020**

The resolutions hereinafter set forth as the action of the Board of Trustees of HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2 (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on November 14-15, 2016, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School which was incorporated by reference into the Charter Agreement (the "Agreement") signed by and between the Authorizer and the School on or about November 15, 2016, for a term to run through and including June 30, 2022:

WHEREAS, the Board in conjunction with School Leadership has determined that the School and its students would benefit from updating the School's key design elements (attached hereto as **Exhibit A**) by incorporating values, techniques and forms of instruction into the original key design elements as set forth in the School's Charter; and

WHEREAS, the Board has further determined that proposed updates to the key design elements align with the School's mission and values.

BE IT RESOLVED, the Board believes it to be in the best interest of the School to request a revision to the Charter to update the Charter to reflect the changes as set forth in the Updated Key Design Elements; and

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Updated Key Design Elements beginning with the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions

described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

### **SECRETARY'S CERTIFICATE**

The undersigned does hereby certify that the foregoing resolutions of Hebrew Language Academy Charter School 2 were duly adopted by the Board of Trustees of Hebrew Language Academy Charter School 2 on November 24, 2020.

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Alice Li, Secretary

## **Exhibit A**

### **Updated Key Design Elements**

OLAM values: OLAM stands for:

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

We embed these values in our instruction through morning meetings and in our academic content classes. Schools regularly identify students and staff who embody these values and recognize them publicly, through Student of the Month or Staff Member of the Month recognition ceremonies, for example. We anchor feedback conversations in these values, and ground our work in them regularly.

Research-Based ELA Instruction and Differentiation: English Language Arts (ELA) instruction in grades K-2 focuses on phonics instruction, guided reading, and Reader’s Workshop and Writer’s Workshop. In grades 3-8 students use the EngageNY Expeditionary Learning curriculum and the Close Reading for Meaning Framework. In addition, students also have opportunities for guided reading. In all grades, there are opportunities for small group, targeted instruction. All students take the NWEA MAP to inform their instructional paths.

Research-Based Math Instruction and Differentiation: Mathematics instruction is based on research-based programs, and is scheduled to allow for flexible response to individual students’ needs and challenges. Students use Eureka Math in whole-class instruction. In addition, students use a variety of platforms to support their independent learning, including Zearn, IXL, and Khan Academy.

Support for at-risk Students: We are committed to meeting the diverse needs of our students and ensuring that all students receive equal access to education. When a student enrolls, we follow all state and federal regulations involving identification, programming and assessment. We are committed to educating students in the least restrictive environment. We provide supports for students to access the core curriculum in their classes, have equal access to content, and receive support outside of the classroom as needed. All teachers receive ongoing training regarding the education of students with special needs. We also have a longer school day. This increased time helps students, especially those at-risk, meet proficiency standards.

Immersive Hebrew Instruction: We provide immersive Hebrew language instruction on a regular basis to all students. Hebrew language instruction is delivered through the Proficiency Model of instruction which is aligned with best practices documented by the American Council on the Teaching of Foreign Languages (ACTFL). Studying Modern Hebrew offers students the



opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community.

*Social and Emotional Learning and Responsive Classroom:* SEL 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. We train our staff in supporting students with this through a number of ways including the full implementation of Responsive Classroom and the intentional study and use of Teacher Language. Daily morning meetings provide the space for students and staff to connect with each other and build community.

*Professional Development:* Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. Our model of job embedded professional development embraces the concept that professional coaching and learning must be integrated throughout the school day. The school leadership work on a daily basis coaching the instructional staff and providing training and guidance in the way teachers work with all learners including ELLs, SWD, at risk students and accelerated learners. We have set aside resources and time in the weekly schedule for teachers to engage in reflective practice, individual planning and collaboration with colleagues. Our teachers and school leadership also receive ongoing support from our Charter Management Organization, Hebrew public, including curriculum development, PD, leadership capacity building, technical assistance, and other programmatic grant opportunities.

**HEBREW LANGUAGE  
ACADEMY CHARTER SCHOOL 2**

**RESOLUTIONS OF THE  
BOARD OF TRUSTEES**

**ADDING A LOTTERY PREFERENCE FOR ENGLISH LANGUAGE LEARNERS**

**November 24, 2020**

The resolutions hereinafter set forth as the action of the Board of Trustees of HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2 (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on November 14-15, 2016, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School which was incorporated by reference into the Charter Agreement (the "Agreement") signed by and between the Authorizer and the School on or about November 15, 2016, for a term to run through and including June 30, 2022:

WHEREAS, at its meeting on January 26, 2017, the Board duly amended the School's lottery preference categories beginning with admissions for the 2017-18 school year, to the following in order of preference 1: (after the first year) returning students; 2: siblings of enrolled students; 3: residents of community school district twenty-one 4: children of staff;

WHEREAS, after further consideration and planning, the Board has determined that adding a weight to the aforementioned lottery categories (3) and (4) for English Language Learners (as defined in the School's charter application and agreement) will better help better serve the needs of all of the community's children; and

WHEREAS, the Board has further determined that that adding a weight to the aforementioned lottery categories (3) and (4) for English Language Learners, will help further align the School with its mission by increasing diversity amongst the student body's population;

BE IT RESOLVED, that the Charter shall be amended to include a 1.25 weight to each English Language Learner applicant in the aforementioned categories 3 and 4, as compared with a weight of 1.00 for non-ELL applicants, pending approval from the Authorizer.

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Adding a Weight to Lottery Preference Categories (3) and (4) for English Language Learners beginning with admissions for the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

### **SECRETARY'S CERTIFICATE**

The undersigned does hereby certify that the foregoing resolutions of Hebrew Language Academy Charter School 2 were duly adopted by the Board of Trustees of Hebrew Language Academy Charter School 2 on November 24, 2020.

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Alice Li, Secretary