



Staten Island Hebrew Public

Staten Island Hebrew Public Board Meeting

Date and Time

Thursday August 8, 2024 at 10:00 AM EDT

Location

Zoom

All board meetings take place at Staten Island Hebrew Public (829 Father Capodanno Blvd, Staten Island, NY 10305). All meetings are open to the public.

If you would like to make a comment during the next board meeting, please email boardsihp@hebrewpublic.org and include your full name to sign up and indicate if you will be attending in person or via Zoom.

If you wish to make a public comment via Zoom, please ensure your name on Zoom matches the sign-up name provided.

When it is your time to speak during the meeting, your name will be called, and you will be unmuted.

We request you limit your comment(s) or question(s) to three minutes. You will receive a one-minute warning before your allotted time elapses.

Board and staff members do not typically respond to public comments at the time they are made. However, we will do our best to respond to unanswered questions within a few business days.

Agenda

	Purpose	Presenter
I. Opening Items		
A. Record Attendance		
B. Call the Meeting to Order		David Sorkin
Call to Order & Reminder for Public Comment(s) Sign Up		
II. Board on Track Presentation		
A. Board on Track Governance Coach Presentation	FYI	Gina Fafard
III. Action Items		
A. Adoption of Agenda	Vote	David Sorkin
B. Approve Minutes	Approve Minutes	David Sorkin
Approve minutes for SIHP Board Meeting on July 11, 2024		
C. Approval of School Safety Plan 24/25	Vote	David Sorkin
D. Approval of the Family Handbook 24/25	Vote	David Sorkin
IV. Enrollment Report		
A. Recruitment Update	FYI	Valerie Khaytina and Michael
V. School Report		
A. Executive Director Report	FYI	Michael Coppotelli
B. Head of School Report	FYI	Amanda Ainley
VI. Public Comments		
VII. Closing Items		
A. Adjourn Meeting	Vote	David Sorkin

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

Coversheet

Approve Minutes

Section: III. Action Items
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for SIHP Board Meeting on July 11, 2024

APPROVED



Staten Island Hebrew Public

Minutes

SIHP Board Meeting

Date and Time

Thursday July 11, 2024 at 10:00 AM

All board meetings take place at Staten Island Hebrew Public (829 Father Capodanno Blvd, Staten Island, NY 10305). All meetings are open to the public.

If you would like to make a comment during the next board meeting, please email boardsihp@hebrewpublic.org and include your full name to sign up and indicate if you will be attending in person or via Zoom.

If you wish to make a public comment via Zoom, please ensure your name on Zoom matches the sign-up name provided.

When it is your time to speak during the meeting, your name will be called, and you will be unmuted.

We request you limit your comment(s) or question(s) to three minutes. You will receive a one-minute warning before your allotted time elapses.

Board and staff members do not typically respond to public comments at the time they are made. However, we will do our best to respond to unanswered questions within a few business days.

Trustees Present

Anna Maftser (remote), Bonita Sussman (remote), Ernest Paige (remote), Noemi Zibuts (remote), Rachel Amar (remote)

Trustees Absent

Angela Olsen, David Sorkin, Sigalit Grego

Guests Present

Amanda Ainley (remote), Jon Rosenberg (remote), Lauren Murphy (remote), Michael Coppotelli (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Ernest Paige called a meeting of the board of trustees of Staten Island Hebrew Public to order on Thursday Jul 11, 2024 at 10:04 AM.

C. Adoption of Agenda

Anna Maftser made a motion to adopt the July 2024 meeting agenda.

Noemi Zibuts seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes

Bonita Sussman made a motion to approve the minutes from June 2024.

Anna Maftser seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. School Report

A. Executive Director & Head of School Reporting

Michael Coppetelli opened the meeting by thanking everyone for their attendance and introduced Amanda Ainley, the Head of School. Michael provided brief updates, highlighting the school's focus on strong practices and Olam values, particularly prioritizing students. He mentioned ongoing preparations for the new school year, including maintenance and relationship-building with the landlord, and emphasized the importance of budget management. He also mentioned positive developments in community partnerships and professional development initiatives.

Amanda Ainley expressed her gratitude for the opportunity to join the team and her commitment to maintaining the school's established roots while enhancing its strengths. She acknowledged key team members, who have been instrumental in the transition and onboarding process. Amanda emphasized the importance of building a positive school culture and enhancing academic excellence. She concluded by expressing her

excitement about the team's efforts and the ongoing collaboration to support the school's mission.

A brief discussion took place among the board members.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:17 AM.

Respectfully Submitted,
Ernest Paige

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

Coversheet

Approval of School Safety Plan 24/25

Section: III. Action Items
Item: C. Approval of School Safety Plan 24/25
Purpose: Vote
Submitted by:
Related Material: Redacted_ SIHP Safety Plan 2024-25.docx.pdf



CHARTER SCHOOL-WIDE SAFETY PLAN
2024-2025

STATEN ISLAND HEBREW PUBLIC CHARTER SCHOOL

**829 Father Capodanno Blvd
Staten Island, NY 10305**

June 2024



TABLE OF CONTENTS

Introduction	3
Section I: General Considerations and Planning Guidelines	3
A. Purpose	3
B. Identification of the School Team	4
C. Education Agency Information	6
D. Daily Security Procedures	6
E. Emergency Equipment - Checks and Maintenance	6
Section II: Risk Reduction/Prevention and Intervention	7
A. Prevention/Intervention Strategies	7
1. Interior Physical Security and Safety Measures	7
2. Program Initiatives	8
3. Training, Drills and Exercises	9
4. Implementation of School Security	11
5. Vital Educational Agency Information	12
B. Early Detection of Potentially Violent Behaviors	12
C. Hazard Identification	13
Section III: Response	13
A. Notification and Activation	13
B. Situational Responses	15
1. Response to Civil Disturbance	16
3. Response to Environmental Problems	16
4. Responses to Fire and Explosion	16
5. Responses to Systems Failure	17
6. Responses to Medical Emergency	17
7. Responses to Implied or Directs Threat of Violence	18
8. Responses to Acts of Violence	19
9. Response Protocols	20
Section IV: Recovery	28



Introduction	3
Section I: General Considerations and Planning Guidelines	3
A. Purpose	3
B. Identification of the School Team	4
C. Education Agency Information	6
D. Daily Security Procedures	6
E. Emergency Equipment - Checks and Maintenance	6
	6
Section II: Risk Reduction/Prevention and Intervention	7
A. Prevention/Intervention Strategies	7
1. Interior Physical Security and Safety Measures	7
2. Program Initiatives	8
3. Training, Drills and Exercises	9
4. Implementation of School Security	11
5. Vital Educational Agency Information	12
B. Early Detection of Potentially Violent Behaviors	12
C. Hazard Identification	13
Section III: Response	13
A. Notification and Activation	13
B. Situational Responses	15
1. Response to Civil Disturbance	16
3. Response to Environmental Problems	16
4. Responses to Fire and Explosion	16
5. Responses to Systems Failure	17
6. Responses to Medical Emergency	17
7. Responses to Implied or Directs Threat of Violence	18
8. Responses to Acts of Violence	19
9. Response Protocols	20
A. Charter School Support for its Building	26
B. Disaster Mental Health Services.	26

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 Staten Island Hebrew Public Charter School 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 Staten Island Hebrew Public Charter School supports the SAVE Legislation and has committed to full and active participation in the planning process. The Head of School/and or designee 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, The Head of School and or designee, the Operations leader, and the School Leadership team 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 Staten Island Hebrew Public 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.

**Staten Island Hebrew Public Charter School
829 Father Capodanno Blvd, Staten Island, NY 10305**

Staten Island
HEBREW PUBLIC
 CHARTER SCHOOL

347-694-509072
 (Telephone #)

info@sihebrewpublic.org
 (Email Address)

185
 (Total # of Students Enrolled at Site)

The building's hours are [REDACTED] P.M.
 After school hours are [REDACTED] 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public Charter School Charter-Wide Safety Plan [Section 155.17(b)]. The members of the team and their positions or affiliations are as follows:

Table 1 – Charter School School-Wide School Safety Team	
NAME	TITLE
[REDACTED]	Interim HOS/CSO
[REDACTED]	Assistant HOS
[REDACTED]	Sr. Operations Associate

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:

Table 2 – Charter School On-Site Emergency Response Team	
NAME	TITLE
[REDACTED]	Interim HOS/CSO
[REDACTED]	Dean of Students
[REDACTED]	Senior Operations Associate



Emergency Chain of Command

First In the Chain of Command

Name and Title: [REDACTED]

Telephone #: [REDACTED]

Email Address: [REDACTED]

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: [REDACTED]

Telephone #: [REDACTED]

Email Address: [REDACTED]

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: [REDACTED]

Telephone #: [REDACTED]

Email Address: [REDACTED]

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 Staten Island Hebrew Public Charter School is the sole educational agency required to follow this School-Wide Safety Plan.

The school employs approximately 35 staff both full- and part-time, and serves 185 students for the 2024-25 academic year. Student transportation needs are consistent with the Department of Education requirements. The key safety official of Staten Island Hebrew Public Charter School is [REDACTED].

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 - [REDACTED]**
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 Senior Operations Associate 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 or designee 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.

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 122nd Police Precinct, 2211 Hylan Blvd, Staten Island, NY (718-667-2211).

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

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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, 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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.

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 or designee 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 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 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 or designee 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 Staten Island Hebrew Public Charter School collects and maintains vital educational information, including student enrollment, the number of staff, and teaching stations. The Head of School or designee assesses transportation needs. The Head of School or designee maintains and updates listings of home and work telephone numbers for key personnel throughout the school.

The Staten Island Hebrew Public Charter School is the sole educational agency required to follow this School-Wide Safety Plan.

The school is located at: 829 Father Capodanno Blvd, Staten Island, NY 10305

Student transportation needs are consistent with the Department of Education requirements. The key official of Staten Island Hebrew Public Charter School is [REDACTED]

B. Early Detection of Potentially Violent Behaviors

The early detection of potentially violent students will be facilitated through professional development offerings provided for the Staten Island Hebrew Public 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 or designee if the situation so warrants. The Head of School or designee 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

first will contact emergency services by dialing 911 and then will notify the Head of School or designee. In the event of a pending emergency, the Head of School or designee will be notified first. The Head of School or designee then will contact emergency services, if appropriate, by dialing 911. The Head of School or designee then will notify local law enforcement officials as the situation warrants. Local law enforcement agencies include the New York City Police at the NYC 63rd Precinct, 1844 Brooklyn Avenue, Brooklyn, NY, 11210, (718) 258-4411, 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 or designee 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
- Assistant Head of School
- School Security Staff

The Head of School or designee, 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's 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 or designee's office.

3.

4. Contacting all Educational Agencies within the Charter School – Section 157.17(e)(1)(xix) - Since The Staten Island Hebrew Public 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 or designee, 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 122nd Police Precinct, 2320 Hylan Blvd., Staten Island, NY, (718) 667-2211, 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)

5. **Contacting Media** - Regardless of the nature of the incident, all inquiries from the media should be referred to the Head of School's office or designee. 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 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 or designee 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's 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 school operations team 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 or designee. The Head of School or designee 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 the Head of School or designee 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 or designee 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

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 or designee 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 or designee 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 or designee 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 or designee 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 or designee 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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:

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 or designee 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 or designee, and local fire, police and emergency services, as appropriate.]

- **Responses to Acts of Violence**

In accordance with Section 155.17(e)(1)(iv), The Staten Island Hebrew Public 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.

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 Staten Island Hebrew Public 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 70th 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
- Assistant Head of School
- Senior Operations Associate
- School Safety Aide

Bomb Threat – Sequential Response Actions:

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 (or designee)
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 (or designee 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 (or designee)
3. Notify 911 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 70th Police Precinct officials.
7. Update the Board President (David Sorkin), NYC-DOE-ONS and NYSED of the situation and actions taken.



- 8. Follow the instructions of NYPD 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 (or designee)
- 3. Under the direction of an administrator listed in item 2, notify all school occupants using the public address system of a “Lockdown”
- 4. Notify 911.
- 5. A lock down al 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, “Lockdown – 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), theHead of School will begin by contacting personnel at the NYC 122nd 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 & 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>	http://teenadvice.about.com/od/helplines/General_Help_Lines.htm	



<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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 canceled. 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 or designee 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 or designee 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 Staten Island Hebrew Public 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 designee will call to notify them of the cancellation. The Head of School or designee, 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 or designee 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

Staten Island
HEBREW PUBLIC
CHARTER SCHOOL

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 or designee 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 or designee 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.

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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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 Staten Island Hebrew Public 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.

Coversheet

Approval of the Family Handbook 24/25

Section: III. Action Items
Item: D. Approval of the Family Handbook 24/25
Purpose: Vote
Submitted by:
Related Material: 24-25 SIHP Family Handbook .pdf

Staten Island
HEBREW PUBLIC C
CHARTER SCHOOL

FAMILY HANDBOOK

ספר נהלי בית הספר

2024-2025

829 Father Capodanno Blvd.

hebrewpublic.org/schools/staten-island/

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. 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,

Michael Coppotelli
Executive Director

Amanda Ainley
Head of School

Table of Contents

תוכן העניינים

About Our School	אודות בית הספר	6
Mission Statement	חזון בית הספר	6
Board of Trustees	ועד מנהל	6
School Information	מידע על בית הספר	7
School Leadership Team	צוות הנהלת בית הספר	7
Hours of Operation	שעות הפעילות	7
2024-2025 School Calendar	לוח שנת הלימודים תשפ"ג	8
Attendance, Arrival and Dismissal	נוכחות, הגעה ושיחרור	8
Arrival and Lateness	הגעה ואיחורים	15
Early Dismissal	שיחרור מוקדם	15
Late Pickup	איסוף מאוחר	17
Busing and Transportation	הסעות ואוטובוסים	17
Curriculum	תכני הלימוד	20
Overview	כללי	20
Social and Emotional Learning	חינוך חברתי ורגשי	24
Special Education Services	שירותי חינוך מיוחד	24
Services for English Language Learner	שירותים ללומדי השפה האנגלית	26
Homework Policy	מדיניות שיעורי בית	26
Grading Policy	מדיניות ציונים	26
Promotion and Retention	קידום ושימור	26
Community & Guardian Relations	קשרי קהילה ואפטרופוסים	27
Communication	תקשורת	27
School Closings	מקרים של סגירת בית הספר	27
Communication during the School Day	תקשורת במהלך יום הלימודים	29
Visitors to the School	ביקורים בבית הספר	29
School Safety	בטיחות בבית הספר	30
Transition Plan	תוכנית מעבר לבית ספר אחר	32
Parent Concerns and Complaints Process	הגשת תלונות ודאגות	32
Parent Satisfaction and Surveys	סקרי שביעות רצון	35
Discipline Policies & Code of Conduct	קוד התנהגות ונהלי משמעת	35
Levels of Suspension & Due Process Procedures	נהלים ודרגות השעיה	44
Parent/Guardian Behavior		52
School Policies	מדיניות בית הספר	53
School Uniforms	תלבושת בית הספר	53
Student Cell Phone Policy	מדיניות טלפונים סלולרים	53
School Supplies	ציוד לבית הספר	53
Special Events	ארועים מיוחדים	53
Internet Usage, Email and Social Media	שימוש באינטרנט, אימייל ורשתות חברתיות	56

Dignity for all Students Act (DASA) Policy	מדיניות חוק כבוד לכל הסטודנטים	59
Health Policies and Procedures	מדיניות ונהלי בריאות	61
Emergency Procedures	נהלים במקרי חירום	63
Solicitation on School Property	חלוקת עלונים/פרסום	64
Family Educational Rights and Privacy Act	חוק זכויות חינוך ופרטיות למשפחה	65
Notice of Intent to Disclose Student Directory Information	הודעה על כוונה לחשוף מידע על פרטי התלמידים	66
Freedom of Information Law	חוק חופש המידע	66
School Meals	הזנה	68

About Our School

אודות בית הספר

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.

Board of Trustees

ועד
מנהל

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

Ernest Paige, Vice Chair

Angela Mirizzi-Olsen, Treasurer

Noemi Zibuts, Secretary

Rachel Amar, Trustee

Sigalit Grego, Trustee

Bonita Sussman, Trustee

Anna Maftser, Trustee

School Information

מידע על בית הספר

School Leadership Team

צוות הנהלת בית הספר

<u>Name</u>	<u>Title</u>	<u>Email</u>
Michael Coppotelli	<i>Executive Director</i>	ED@sihebrewpublic.org
Amanda Ainley	<i>Head of School</i>	HOS@sihebrewpublic.org
Joanna Beck	<i>Director of Student Support & Operations</i>	jbeck@sihebrewpublic.org
Suzanne D'Amato	<i>Senior Operations Manager / Executive Coordinator</i>	sdamato@sihebrewpublic.org
Shanoya Belcher	<i>Dean of Culture</i>	sbelcher@sihebrewpublic.org
Larisa Lulko	<i>Dean of Hebrew</i>	llulko@sihebrewpublic.org

Hours of Operation

שעות הפעילות

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

Breakfast is available: 7:40 am

Learning Begins: 8:00 am

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

2024-2025 School Calendar

לוח שנת הלימודים תשפ"ג

General Notes:

- August 27 : First Day of School (half day)
- June 27: Last Day of School (half day)
- 3:30pm dismissal Monday - Thursday, 1pm dismissal Friday

School Closings

September 2: Labor Day
 October 3-4 : Rosh Hashanah
 October 14: Indigenous Peoples' Day
 November 1: Diwali
 November 11: Veterans Day
 November 28 - 29: Thanksgiving
 December 23 - January 2: Winter break
 January 3 : Staff PD Day (No Students)
 January 20: MLK Day
 January 29: Lunar New Year
 February 17 - 21: Midwinter Break
 March 31: Eid-al-Fitr
 April 14 - 18: Spring Break
 May 26: Memorial Day
 June 6: Eid-al-Adha
 June 19: Juneteenth

Half Days

August 27: First Day of School, Half Day for Students (in-person)
 August 28: Half Day for Students
 August 29: Half Day for Students
 November 21: Family Conferences, Half Day for Students (in-person)
 November 27: Day before Thanksgiving, Half Day for Students (in-person)
 February 13: Family Conferences, Half Day for Students (in-person)
 May 22: Family Conferences, Half Day for Students (in-person)
 June 26 : Half Day for Students (in-person)
 June 27: Last Day of School, Half Day for students (in-person)

Remote Days

None

Blackout Days

August: 12-28, 30
 September: 3
 October: 2, 7, 11, 15, 31
 November: 4, 8, 12, 21, 22, 27
 December: 2, 20
 January: 6, 17, 21, 28, 30
 February: 13-14, 24
 March: 28

April: 1, 11, 21, 29-30
May: 7-8, 22-23, 27
June: 5, 9, 18, 20, 26, 27

Family Conferences (half day for students)

November 21-22: Q1 Family Conferences
February 13-14: Q2 Family Conferences
May 22-23: Q3 Family Conferences

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
- Required Attendance in Court
- Religious Observances

Note: Excused absences are still counted as absences but are not counted for the purposes of school recognition or other awards, or eligibility for participation in sports or other activities.

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 requires documentation (ie 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.

Excessive Absences

Educational neglect is the failure of a parent to ensure their child's prompt and regular attendance in school. It is also educational neglect if a parent keeps a child out of school for reasons not listed above under Explained Absences, resulting in a negative impact on the child's educational progress.

If a child misses two consecutive school days without the parent contacting the school and the school is unable to establish phone contact or face-to-face contact with the parent, the school will issue a letter to the parent regarding the child's excessive absence. The letter will request the parent call the school on the next school day for a meeting to discuss the reason(s) for the unexcused excessive absence and establish an attendance plan with the parent.

All school officials are mandated reporters and must report suspected cases of educational neglect to the Statewide Central Register of Child Abuse and Maltreatment. The New York State Education Department and the Office of Children and Family Services issued joint guidance on reporting educational neglect. Most notably, educational neglect is defined by Family Court Act § 1012(f)(i)(A) as when a child's "physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired" due to the parent's failure to exercise a minimum degree of care in providing the child with an adequate education. Excessive absence from school of 10 consecutive days or 20 or more cumulative days in a semester will be treated as educational neglect and the school is required to report such absence to the appropriate city agency.

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.

Arrival and Lateness

הגעה ואיחורים

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.

Early Dismissal

שיחרור מוקדם

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
<p>Violation of Groups 1-2 of the Student Code of Conduct <i>(Disruptive/ Disrespectful Behaviors)</i></p>	- 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
<p>Violation of Groups 3-4 of the Student Code of Conduct <i>(Severely Disruptive, Unsafe, or continued disruptive behaviors)</i></p>	- 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
<p>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></p>	- 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

Curriculum

תכני הלימוד

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.

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-2 ELA and Social Studies

In Kindergarten through 2nd grade, students study literacy through Expeditionary Learning, [Wilson Foundations](#), Geodes, and other research based educational resources. 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 Geodes reading groups. Expeditionary Learning offers students the opportunity to engage in real world content that is developmentally appropriate for the primary years. The curriculum includes learning through play, an emphasis on oral language development, daily work with rich, complex texts, and engagement through songs and poems.

Grades 3-5 ELA and Social Studies

In grades 3-5 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.

Starting in 3rd grade, and continuing through 5th 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.

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 Math² program. Eureka Math² is aligned with the New York State Learning Standards, and the mathematical progressions are carefully sequenced into modules. In grades K-8, 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.

In grades K-5, 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.

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 world language classrooms. 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, students are grouped on their language proficiency level and are provided with opportunities to communicate on various daily topics.

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 include opportunities for families and alumni to participate in Hebrew lessons (based on a program developed 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-2 science, while students in grades 3-5 use Core Knowledge. Both programs are 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.

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, 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. We administer a Social-Emotional Learning (SEL) Questionnaire that measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom. These surveys are designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools. 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) 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: 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.

Promotion and Retention

קידום ושימור

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

תקשורת

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
- 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.

School Closings

מקרים של סגירת בית הספר

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.

In the event that in-person instruction cannot be provided due to inclement weather (Snow Day), all Hebrew Public schools will have remote instruction and our school buildings will be closed. We expect this remote instruction to include at least 2 hours of live instruction. By offering remote instruction on Snow Days, the school will not need to extend its calendar to meet its required number of school days.

Please keep in mind the following regarding Snow Day/School Closure determination:

- Snow Days are days during which the school buildings are closed due to emergency conditions caused by snowfall or otherwise unsafe weather conditions.
- Hebrew Public will be informed by decisions made by local education authorities (NYCDOE) to determine if a day will be a Snow Day, but may decide to call a Snow Day when these authorities do not or may decide to continue on-site instruction.

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.

School Safety

בטיחות בבית הספר

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.

Emergency Drill 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. In accordance with state law, families are hereby notified that Fire Drills are held eight (8) times during the school year and Lockdown Drills are held four (4) 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.

Transition Plan

תוכנית מעבר לבית ספר אחר

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.

Parent Concerns and Complaints Process

הגשת תלונות ודאגות

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 board@sihebrewpublic.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")

Parent Satisfaction and Surveys

סקרי שביעות

רצון

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.

Discipline Policies & Code of Conduct קוד התנהגות ונהלי משמעת

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

<p style="text-align: center;">Infraction</p>	<p style="text-align: center;">Range of interventions and/or consequences</p>
<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.

Levels of Suspension & Due Process Procedures נהלים ודרגות השעייה

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.

Parent/Guardian Behavior

SIHP 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
- Verbal or physical altercation on campus or at a school bus stop
- Ignoring staff safety directions during arrival and dismissal, including pulling car past physical barricades
- Entering the facility by means other than outlined in the school visitor policy
- Other situations deemed as threats by the school's Leadership Team.

If a parent or guardian violates school values as mentioned above, the parent or guardian will be temporarily banned from the school facility for a period of one to four weeks as determined by School Leadership. During the ban, the parent or guardian will not be permitted on campus or to interact in person with students, staff, or other families. The SIHP team will work with the parent to make alternative arrival and dismissal arrangements to limit interaction with students, staff, and other families.

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

School Policies

מדיניות בית הספר

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 2024-2025 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.

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-5 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.

Birthday Celebrations

Students must be in school uniform on their birthday. We recognize students' birthdays monthly. On the first Friday of the month, or as indicated on the monthly school calendar, students are permitted to dress down if their birthday is during that month.

Please be aware of the following guidelines regarding Birthday Celebrations in the classroom:

- Classroom celebrations can only take place during lunch time.
- Family members may not attend the party including school age siblings or relatives.
- Parents may drop off party items to the teacher at morning drop off or 15 minutes prior to the lunch period.
- All parties must be approved by the Head of School or the Head of School's designee by completing the Birthday Celebration Request Form at least one week in advance.

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.

Health Policies and Procedures

מדיניות ונהלי בריאות

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 חוק זכויות חינוך ופרטיות למשפחה

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](#)

Freedom of Information Law

חוק חופש המידע

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

הזנה

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 Request

Please help us ensure the safety of everyone at the school by refraining from sending any foods that contain nuts or seeds.