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# Hebrew Language Academy

## HLA Annual June Board Meeting

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### Date and Time

Tuesday June 10, 2025 at 6:00 PM EDT

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All board meetings take place at Hebrew Language Academy Charter School (2186 Mill Avenue, Brooklyn, NY 11234). All meetings are open to the public.

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

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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.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance		Ellen Green	
<b>B.</b> Call the Meeting to Order		Ellen Green	
<b>II. Board Actions</b>			
<b>A.</b> Adoption of the Meeting Agendas May 2025 & June 2025 agendas	Vote	Ellen Green	
<b>B.</b> Approval April 2025 Meeting Minutes	Approve Minutes	Ellen Green	
<b>C.</b> Approval May 2025 Meeting Minutes	Approve Minutes	Ellen Green	
<b>III. Annual Board Action Items</b>			
<b>A.</b> Approval of Updated School Calendar for FY25	Vote	Ellen Green	
<b>B.</b> Review and Approve 2025/26 Budget	Vote	Ellen Green	
<b>C.</b> Review and Approve 2025/26 Vendor List	Vote	Ellen Green	
<b>D.</b> Review and Approve 2025/26 Board and Committee Meeting Dates	Vote	Ellen Green	
<b>E.</b> Approve Board officer roles for 2025/26	Vote	Ellen Green	
<ul style="list-style-type: none"> <li>• Ellen Green, Chair</li> <li>• Mike Tobman, Vice Chair</li> <li>• Alice Li, Treasurer</li> <li>• Brian Tobin, Secretary</li> </ul>			
<b>F.</b> Board Member Term Renewal through June 30, 2028	Vote	Ellen Green	
<ul style="list-style-type: none"> <li>• Mike Tobman</li> </ul>			

	Purpose	Presenter	Time
• Stella Binkevich			
<b>G.</b> Preview 2025/26 School Safety Plans	FYI	Daniella Steinberg	
<b>IV. School Report</b>			
<b>A.</b> School Leader Report	FYI	Daniella Steinberg	
<b>V. Network Report</b>			
<b>A.</b> Report from Hebrew Public Leadership	FYI	Valerie Khaytina	
<b>VI. Governance</b>			
<b>A.</b> Board Member Recruitment	Discuss	Valerie Khaytina	
<b>VII. Public Comments</b>			
<b>A.</b> Review of Public Comments			
<b>VIII. Executive Session</b>			
<b>A.</b> HOS Evaluation	Discuss	Emily Fernandez	
<b>IX. Action Item</b>			
<b>A.</b> Board Vote on HOS Evaluation Recommendation	Vote	Ellen Green	
<b>X. Closing Items</b>			
<b>A.</b> Adjourn Meeting	Vote	Ellen Green	

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**Hebrew Language Academy 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

## Adoption of the Meeting Agendas

<b>Section:</b>	II. Board Actions
<b>Item:</b>	A. Adoption of the Meeting Agendas
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2025_05_06_board_meeting_agenda.pdf



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# Hebrew Language Academy

## HLA Board Meeting

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### Date and Time

Tuesday May 6, 2025 at 6:00 PM EDT

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance		Ellen Green	
<b>B.</b> Call the Meeting to Order		Ellen Green	
<b>II. Board Actions</b>			
<b>A.</b> Adoption of the Meeting Agenda	Vote	Ellen Green	
<b>B.</b> Approval of Previous Minutes	Approve Minutes	Ellen Green	
Approve minutes for HLA Board Meeting on April 8, 2025			
<b>C.</b> Approval of Updated School Calendar for FY25	Vote	Ellen Green	
<b>III. School Report</b>			
<b>A.</b> School Leader Report	FYI	Daniella Steinberg	
<b>IV. Network Report</b>			
<b>A.</b> Report from Hebrew Public Leadership	FYI	Valerie Khaytina	
<b>V. Governance</b>			
<b>A.</b> Board Member Recruitment	Discuss	Valerie Khaytina	
<b>VI. Public Comments</b>			
<b>A.</b> Review of Public Comments			
<b>VII. Closing Items</b>			
<b>A.</b> Adjourn Meeting	Vote	Ellen Green	

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# Coversheet

## Approval April 2025 Meeting Minutes

<b>Section:</b>	II. Board Actions
<b>Item:</b>	B. Approval April 2025 Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for HLA Board Meeting on April 8, 2025

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# Hebrew Language Academy

## Minutes

### HLA Board Meeting

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#### Date and Time

Tuesday April 8, 2025 at 6:00 PM

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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.

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#### Trustees Present

Alice Li (remote), Ellen Green (remote), Stella Binkevich (remote), Valerie Khaytina (remote)

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## Trustees Absent

Brian Tobin, Mike Tobman

## Guests Present

1 member of the public (remote), Gerard Del Rosario, Lauren Murphy (remote), LennieAisha Blake

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

Ellen Green called a meeting of the board of trustees of Hebrew Language Academy to order on Tuesday Apr 8, 2025 at 6:05 PM.

## II. Board Actions

### A. Adoption of the Meeting Agenda for April 2025

Alice Li made a motion to adopt the April 2025 meeting agenda.

Valerie Khaytina seconded the motion.

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

### B. Approval of Previous Minutes

Alice Li made a motion to approve the minutes from HLA Board Meeting on 03-04-25.

Valerie Khaytina seconded the motion.

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

## III. School Report

### A. School Leader Report

Gerard Del Rosario provided a series of updates, beginning with a recap of the recent Hebrew Spelling Bee. The event was a great success and generated excitement among both students and staff. The competition involved students from grades 3 through 6, and even those not participating were highly engaged. Winners were awarded first, second, and third place honors, and several students expressed interest in participating next year after witnessing the event.

Gerard then reviewed the school's dashboard and noted that there have been no major changes. However, there is encouraging progress in new student applications. The school currently has 233 applications, just 9 shy of the previous year's benchmark of 242, with more applications coming in daily.

He also provided an update on enrollment and the recent lottery held on April 3. A total of 260 offers were sent out across all grades. Of those, over 50 registrations are currently in progress, and 14 have been completed. An open house is scheduled for tomorrow from 6 to 8 PM, which is expected to host approximately 100 families. In preparation, the Operations team and school leaders called each family to confirm attendance and assist with online sign-ups.

## **B. PTO Report**

LennieAisha Blake provided an update on recent and upcoming PTO activities. The PTO has been working closely with Ms. Steinberg to improve programming and build a stronger sense of community.

One recent initiative was the themed "Dress Down Day" event, where students dressed in grade-specific colors to foster school spirit and unity. Teachers also participated. The event was well-received, highlighting the strong connection between students, teachers, and families.

Looking ahead, the PTO is preparing for a special Teacher Appreciation event, which is expected to be a highlight for both staff and parents. The team is hoping for favorable weather to ensure the event's success.

Lennie also praised the K–2 Publishing Party, coordinated by the Leadership team and Deans. The event encouraged students to present their favorite books, including main characters, themes, with many dressing as characters from their selected stories. Families were invited to attend and actively participated. Feedback was overwhelmingly positive, both teachers and parents were deeply appreciative of the experience. Lennie extended thanks to all involved for making the event such a success.

## **IV. Public Comments**

### **A. Review of Public Comments**

One member of the public asked a question about school policy.

## **V. 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 6:33 PM.

Respectfully Submitted,  
Ellen Green

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# Coversheet

## Approval of Updated School Calendar for FY25

<b>Section:</b>	III. Annual Board Action Items
<b>Item:</b>	A. Approval of Updated School Calendar for FY25
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2025-2026 HLA Calendar- Updated.pdf

# ACADEMIC CALENDAR 2025-2026 לוח שנת הלימודים

AUGUST						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## Important Dates

### General Notes

**August 28:** First Day of School (half day)  
**June 26:** Last Day of School (half day)  
**3:30pm** dismissal Monday - Thursday  
**1:00pm** dismissal Friday

### School Closings

**September 1:** Labor Day  
**September 23-24:** Rosh Hashanah  
**October 2:** Yom Kipur  
**October 13:** Indigenous Peoples' Day  
**October 20:** Diwali  
**November 11:** Veterans Day  
**November 27-28:** Thanksgiving  
**December 24 - January 2:** Winter break  
**January 19:** MLK Day  
**February 16-20:** Midwinter Break  
**March 20:** Eid-al-Fitr  
**April 2-10:** Spring Break  
**May 25:** Memorial Day  
**May 26:** School Closed  
**May 27:** Eid-al-Adha  
**June 19:** Juneteenth

### Half Days

**September 2:** First Days of School  
**November 20:** Family Conferences  
**November 26:** Day before Thanksgiving Break  
**December 23:** Day before Winter Break  
**February 12:** Family Conferences  
**April 1:** Day before Spring Break  
**May 7:** Family Conferences  
**June 26:** Last Day of School

### Family Conferences (half day for students)

**November 20-21:** Q1 Family Conferences  
**February 12-13:** Q2 Family Conferences  
**May 7-8:** Q3 Family Conferences

### Marking Periods

**Marking Period 1:** 9/2/25-11/7/25  
**Marking Period 2:** 11/10/25-1/23/26  
**Marking Period 3:** 1/26/26-4/1/26  
**Marking Period 4:** 4/13/26-6/26/26

NOVEMBER						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## Key

First Day/Last Day (students)

Half Day

Family Conferences (Early Dismissal)

Staff PD (No School)

No School

# Coversheet

## Review and Approve 2025/26 Budget

<b>Section:</b>	III. Annual Board Action Items
<b>Item:</b>	B. Review and Approve 2025/26 Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	HLA FY26 Budget .pdf

<b>FY26 BUDGET</b>	
	<b>FY26 Budget</b>
<b>Income</b>	
<b>4100 State Grants</b>	
<b>4101 Per Pupil Allocations General Education</b>	11,443,064
<b>4102 Per Pupil Allocations Special Education</b>	1,179,112
<b>4104 NYSTL</b>	35,977
<b>4105 NYSSL</b>	9,594
<b>4106 NYSLIBL</b>	4,198
<b>4107 Reimbursement for Student Meals - State</b>	14,990
<b>4108 Per Pupil - Facilities</b>	1,432,871
<b>Total 4100 State Grants</b>	<b>14,119,805</b>
<b>4200 Federal Grants</b>	
<b>4202 Title IA</b>	215,173
<b>4203 Title IIA</b>	34,802
<b>4204 Title III</b>	39,670
<b>4205 Title IV</b>	15,428
<b>4207 E-Rate</b>	9,749
<b>4208 School Food - Federal</b>	416,809
<b>4209 IDEA</b>	121,464
<b>4212 Federal - Other</b>	
<b>4213 ESSER-2</b>	0
<b>4214 ARP</b>	0
<b>Security Grant</b>	75,000
<b>4215 TSL</b>	
<b>Total 4200 Federal Grants</b>	<b>928,095</b>
<b>4300 Contributions</b>	
<b>4301 Unrestricted Contributions</b>	
<b>Total 4300 Contributions</b>	<b>0</b>
<b>4400 Miscellaneous Income</b>	
<b>4400.1 Miscellaneous Revenue</b>	0
<b>4401 Interest Income</b>	260,000
<b>4403 Revenue Suspense Account</b>	0
<b>4408 Employee Retention Credit</b>	0
<b>Total 4400 Miscellaneous Income</b>	<b>260,000</b>
<b>Total Income</b>	<b>15,307,900</b>
<b>Gross Profit</b>	<b>15,307,900</b>
<b>Expenses</b>	
<b>5000 Personnel</b>	

<b>FY26 BUDGET</b>	
	<b>FY26 Budget</b>
<b>5100 Administration</b>	1,096,809
<b>5101 Deans, Directors &amp; Coordinators</b>	
<b>5102 Executive Management</b>	
<b>5103 Business Managers</b>	
<b>5104 Instructional Management</b>	
<b>5105 Others</b>	
<b>5106 CMO Allocated Salaries</b>	
<b>Total 5100 Administration</b>	<b>1,096,809</b>
<b>5200 Instructional Staff</b>	4,045,108
<b>5201 Teachers - Regular</b>	
<b>5202 Teachers - Specials</b>	
<b>5203 Teachers - SPED</b>	
<b>5204 Others</b>	
<b>5205 Teaching Assistant</b>	
<b>5206 Therapists and Social Workers</b>	
<b>5221 Pre-kindergarten teacher</b>	
<b>Total 5200 Instructional Staff</b>	<b>4,045,108</b>
<b>5400 Incentives</b>	
<b>5402 Training Stipends</b>	368,000
<b>5403 PTO Buy Back</b>	100,000
<b>5404 Retention Bonus</b>	30,000
<b>Total 5400 Incentives</b>	<b>498,000</b>
<b>Gross Salaries</b>	
<b>Total 5000 Personnel</b>	<b>5,639,917</b>
<b>5500 Benefits and Payroll Taxes</b>	
<b>5502 NY State Unemployment Insurance</b>	107,394
<b>5503 Worker's Compensation Expense</b>	53,697
<b>5504 NY Disability</b>	0
<b>5505 Insurance - Health</b>	1,085,056
<b>5505a Difference Card</b>	0
<b>5507 Insurance - Dental</b>	0
<b>5509 Insurance - Vision</b>	0
<b>5511 Retirement 401k Fees</b>	
<b>5512 Retirement 401k Match</b>	81,600
<b>5515 Insurance - Long Term Disability</b>	0
<b>5516 Life, STD, LTD, AD&amp;D</b>	0
<b>5518 Social Security - ER</b>	393,217



FY26 BUDGET	
	FY26 Budget
5520 Medicare - ER	91,962
5524 Taxes - Metro Commuter	0
5527 Garnishment clearing	0
5530 Staff Reimbursements	25,500
5531 Tuition Reimbursement	20,000
<b>Total 5500 Benefits and Payroll Taxes</b>	<b>1,858,426</b>
6100 Office Expenses and Equipment	
6101 Office Supplies	20,400
6102 Postage and Delivery	2,000
6103 Insurance - General	193,800
6105 Travel	2,000
6106 Subscriptions	116,337
6107 Membership Dues	10,200
6108 Copier, Printer and Fax	51,000
6109 Student Recruitment	68,000
6109a Staff Recruitment	63,500
6111 Team Building/Appreciation	75,000
<b>Total 6100 Office Expenses and Equipment</b>	<b>602,237</b>
6200 Professional Costs	
6201 Accounting Services	150,000
6202 Legal Services	15,900
6203 Audit Fees	40,800
6204 Consultants - Tech	140,000
6205 Payroll Services	30,600
6206 Meals Consultant	7,650
6207 Website Consultant	0
6209 Management Company Fee CMO	1,555,057
6211 Other Professional Costs	30,000
6213 Advertising Services	10,000
6215 Network Service Charges	
<b>Total 6200 Professional Costs</b>	<b>1,980,007</b>
6300 Contractual Services	
6301 Staff Development	115,000
6301.1 Staff Development - Travel & Hotel	7,140
6301.2 Staff Development - Summer PD	10,000
6302 Student Assessment General Studies	20,400
6303 Substitute Teachers	306,000

<b>FY26 BUDGET</b>	
	<b>FY26 Budget</b>
<b>6304 Instructional - Hebrew</b>	5,333
<b>6305 Instructional - General Studies</b>	0
<b>6306 Security Services</b>	251,864
<b>6307 E-Rate Plan</b>	8,200
<b>6313 Educational Consultants</b>	0
<b>6319 Afterschool Program</b>	100,000
<b>6320 Translation Service</b>	0
<b>6321 Summer Program</b>	5,100
<b>6322 Afterschool Travel</b>	50,000
<b>6323 Other School Consultants</b>	0
<b>6328 Donor/Special Events Related Expenses</b>	
<b>6329 SWAG</b>	10,000
<b>Total 6300 Contractual Services</b>	<b>889,036</b>
<b>7100 Pupil Supplies and Furniture</b>	
<b>7101 Curriculum and Instructional</b>	156,060
<b>7102 Uniforms</b>	6,120
<b>7102a Curriculum Platforms</b>	104,878
<b>7103 Classroom Libraries Leveled Books</b>	45,900
<b>7106 Cafeteria Supplies &amp; Materials</b>	2,040
<b>7107 Classroom Supplies</b>	76,500
<b>7107a Copy Paper</b>	7,650
<b>7108 Sports Equipment</b>	7,650
<b>7109 Art/Music Supplies</b>	10,000
<b>7110 Supp Pupil Trans. Field Trips, Summer, Sat.</b>	0
<b>7111 Food Administration</b>	306,000
<b>7112 Entrance Fees for Field Trips</b>	30,000
<b>7113 Supp. Pupil Trans. Unpaid Bus Days</b>	250,000
<b>7114 NYSTL</b>	35,977
<b>7115 NYSSL Expenses</b>	9,594
<b>7116 NYSLIBL Expenses</b>	4,198
<b>7117 Summer School Supplies</b>	1,020
<b>7118 Instructional Technology</b>	35,700
<b>7119 Student Events and Culture</b>	100,000
<b>7121 Hebrew Israeli Studies</b>	15,300
<b>Total 7100 Pupil Supplies and Furniture</b>	<b>1,204,587</b>
<b>8200 Utilities and Occupancy</b>	
<b>8201 Telephone and Internet</b>	22,395

<b>FY26 BUDGET</b>	
	<b>FY26 Budget</b>
<b>8201.b Internet</b>	0
<b>8202 Security Systems</b>	14,182
<b>8204 Mobile Phone Service</b>	15,997
<b>8205 Rent</b>	1,716,284
<b>8207 Electricity</b>	204,000
<b>8207a Gas</b>	46,818
<b>8207b Water</b>	32,632
<b>Total 8200 Utilities and Occupancy</b>	<b>2,052,308</b>
<b>8400 Maintenance/Repair</b>	
<b>8401 Janitorial Supplies</b>	0
<b>8402 Repairs and Maintenance</b>	170,000
<b>8403 Extermination Contract</b>	2,133
<b>8404 Cleaning Contract</b>	378,000
<b>Total 8400 Maintenance/Repair</b>	<b>550,133</b>
<b>8800 Miscellaneous Expenses</b>	
<b>8801 Bank Service Charges</b>	1,224
<b>Total 8800 Miscellaneous Expenses</b>	<b>1,224</b>
<b>8900 Depreciation Expenses</b>	215,000
<b>Total Expenses</b>	<b>14,992,874</b>
<b>Net Operating Income</b>	<b>315,025</b>
<b>Net Income</b>	<b>315,025</b>

# Coversheet

## Review and Approve 2025/26 Vendor List

<b>Section:</b>	III. Annual Board Action Items
<b>Item:</b>	C. Review and Approve 2025/26 Vendor List
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	HLA Vendor List .pdf

Vendor Name	Description of Service/Item	Total Annual Cost
<a href="#">Extreme Home</a>	Custodial	\$378,000
<a href="#">C2 Security</a>	Security	\$70,160
<a href="#">ARJ Transportation</a>	Private Bus	\$95,250
<a href="#">LDI Connect</a>	Copy Lease	\$3,866
<a href="#">Schindler Elevator</a>	Elevator Maintenance	\$5,640
<a href="#">IRL</a>	Fire Alarm Maintenance	\$30,626
<a href="#">Kingsway</a>	Exterminator	\$4,000
<a href="#">Student Meal Vendor</a>		\$11,000
<a href="#">Firequest</a>		\$21,600
<a href="#">Croker Fire Drill Corporation</a>		\$2,460
FOHLA Lease	Rent	\$1,716,284

## Coversheet

### Review and Approve 2025/26 Board and Committee Meeting Dates

<b>Section:</b>	III. Annual Board Action Items
<b>Item:</b>	D. Review and Approve 2025/26 Board and Committee Meeting Dates
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	HLA 2025_26 Board and Committee Meeting Dates.pdf



## **HLA 2025/26 Board Meeting Dates**

Tuesday, July 8

Tuesday, August 5

Tuesday, September 9

Tuesday, October 14

Tuesday, November 4

Tuesday, December 9

Tuesday, January 6, 2026

Tuesday, February 10

Tuesday, March 10

Tuesday, April 14

Tuesday, May 12

Tuesday, June 16

**\*\* *All board meetings are to begin at 6 pm unless otherwise noted***

# Coversheet

## Preview 2025/26 School Safety Plans

<b>Section:</b>	III. Annual Board Action Items
<b>Item:</b>	G. Preview 2025/26 School Safety Plans
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Safety Plan Memo 2025.pdf HLA Safety Plans 2025-26 (Redacted).pdf



## School Safety Plans

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 to spell out how they will respond to acts of violence and other disasters through prevention, intervention, emergency response and management.

Emergencies in schools must be addressed in an expeditious and effective manner. Our schools' District Safety Plan, which includes a comprehensive Building Level 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. Each school's building response plan is customized and localized to make sense for each of our school sites.

As per Section 155.17 of the Commissioner of Education's Regulations, charter schools **do** have to draft, publicly notice and adopt a safety plan.

Specifically, the schools have to:

1. Create both Safety and Building Level Emergency Response Plans; and
2. Allow for at least 30 days of public comment before the Board adopts the Safety Plan which needs to be by October 1 ; and
3. Within 30 days of the Board's adoption, the Safety Plan must be filed with the Commissioner of Education and;
4. Also within 30 days of the Board's adoption but no later than October 1, the Building Level Emergency Response Plan must be filed with the local LEA and state police.

# **HEBREW LANGUAGE ACADEMY CHARTER SCHOOL**



## **CHARTER SCHOOL WIDE SAFETY PLAN** **2025-2026**

**HEBREW LANGUAGE ACADEMY CHARTER SCHOOL**

**2186 Mill Avenue  
Brooklyn, NY 11234  
August 2009  
Revised May 2025**

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

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## I. INTRODUCTION

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

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

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

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

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

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

## II. SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### A. Purpose

The Hebrew Language Academy Charter School-Wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17, and NYC-DOE guidelines. At the direction of the Board of Trustees, the Head of School appointed a Charter School-Wide Safety Team and charged it with development and maintenance of the Charter School-Wide Safety Plan.

**Hebrew Language Academy Charter School**  
**2186 Mill Avenue, Brooklyn, NY 11234**

(Telephone #)

(Fax #)

(Email Address)

**630**

(Total # of Students Enrolled at Site)

The building's hours are

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

### B. School Teams

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

<b>Table 1 – Charter School School-Wide School Safety Team</b>	
<b>NAME</b>	<b>TITLE</b>
	Head of School
	Director of Operations
	Security Representative

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

<b>Table 2 – Charter School On-Site Emergency Response Team</b>	
<b>NAME</b>	<b>TITLE</b>
	Head of School
	Director of Operations
	Dean of Culture, Middle School

### **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 all parent contacts
2. Distribution of emergency contact binders
3. Assist in room by room sweep in case of evacuation

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

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

The school employs approximately 100 staff both full- and part-time, and serves 630 students for the 2025-26 academic year. Student transportation needs are consistent with the Department of Education requirements. The key official of Hebrew Language Academy 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: [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 are checked routinely.
5. All pathways to doors ensure free access, and are checked routinely.
6. All doors function properly and lock, and are checked routinely.
7. All rooms are locked at night, and checked routinely.
9. The building is secure at the end of the day, and checked routinely.

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

1. Inspection of the first aid kit monthly and replacement of materials as soon as possible.
2. Maintenance of a cell phone or walkie-talkie system for the Head of School and board chair to utilize in the event of telephone service disruptions.
3. Maintenance of battery-operated flashlights.
4. Maintenance of a battery-operated radio to listen to emergency broadcasts.
5. All fire exits, fire extinguishers, and fire and smoke alarms are working properly at all times, and checked routinely (The school must cooperate with the Fire Department inspections and implement corrective actions immediately).
6. Maintenance of medication storage facilities and records. During an evacuation the designee should, if possible, remove the medication to a safe place.

7. Maintenance of a "Back-up" system for important paper and computer files, and storage in duplicate at an off-site secured location, including contact information for both children and staff.

### **III. 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 an 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 computers, chromebooks, iPads, and television sets. Security measures include steps to secure computers against theft and unauthorized access.
7. The school has developed a system to ensure that rooms that are not in use are kept locked.
8. The school has a system in place to ensure that serial numbers are on file for school system property.
9. Valuable school property has been clearly marked to identify it as school property.
10. The school has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner.
11. The school uses an internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork



12. The school has developed a system to restrict access to the building during the day by keeping specified doors locked when not in use.

13. The school safety design team evaluates all building construction and renovation plans early in the design process and makes recommendations to enhance the level of safety through design features (CPTED and target hardening).

## 2. Program Initiatives

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

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

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

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

## 3. Training, Drills and Exercises

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

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

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

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

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

**Conduct and Review of Drills** - In accordance Section 155.17(e)(1)(xv), the Hebrew Language Academy Charter School shall hold and evaluate fire/evacuations drills (8), and intruder/soft lockdown 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 evacuation/fire drills 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 63rd Police Precinct, 1844 Brooklyn Ave, Brooklyn, NY 11210-6397 (718-258-4411).**

The evaluation of all drills will be conducted after each and every drill. Evaluation records will be kept for each drill, including the times for the evacuation of the facility, in order to ascertain whether or not the drill is running in a timely manner and according to plan. Administrative staff and other observers will be placed to evaluate the student and staff participation in order to make recommendations for the improvement of these drills.

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

**Fire and Evacuation Drills** - During a fire/evacuation 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. The 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 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-in drill signal, the procedures should be as follows:**

1. Close and lock all windows, exterior doors and any other openings to the outside.
2. If possible, close window shades, blinds or curtains.
3. Write down the names of everyone in the room, and call your schools’ designated emergency contact to report who is in the room with you.
4. Listen for announcements via the public address system, and stay where you are until you are told all is safe or you are told to evacuate.

**Soft Lockdown Drill** - In the event of an actual Intruder emergency, the procedure is a Hard Lockdown. To ensure all parties remain calm during an emergency, we will conduct 4 soft lockdown drills per year. At the sound of the Soft Lockdown signal, the procedures should be as follows:

Students will:

1. Move out of sight of the door and maintain silence. Stand out of the line of sight

Teachers will:

1. Teachers will quickly check the hallway outside of their classroom for students and pull them inside the classroom – even if they are not your students
2. Remove door magnets from classroom doors, check the hallway to see if there are any students or staff, bring them into your room
3. Turn off the lights. Move away from the line of sight through door windows and maintain silence
4. Take attendance and account for missing/extra students – to debrief with Leadership Team or NYPD

**Hold** - response calls for no movement throughout the building until the “all clear” is given. While in Hold response, instruction and office tasks may continue as normal but no one may leave the room they are in until the Hold has ended.

Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced.

Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by First Responders Hold does not replace a soft or hard lockdown.

The Building Response Team and School Safety Agents will:

1. sweep the building. Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.

Announcements must be made to remind everyone to disregard any “end of class” signals. No one may enter or leave their room or office until the announcement is made indicating that the “All Clear” has been issued and the building can return to regular operation.

During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the “All Clear” announcement is made.

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

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

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

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

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

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

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

A staff member who observes a visitor who appears lost or who is otherwise walking through the building with no apparent purpose will address the visitor by asking, “Can I help you?” The staff member will then provide assistance in the form of directions or direct the visitor to the main office. If a staff member observes suspicious, threatening and/or otherwise inappropriate behavior, such behavior should be reported immediately to the main office for a response from the Head of School or his designee. Student visitors from other schools, unless they have a specific reason and prior approval of the Head of School or designee, are not permitted to enter

school buildings. Anyone who violates any provisions of The Hebrew Language Academy School Code of Conduct is subject to appropriate penalties, up to and including reprimand, ejection, arrest and/or criminal prosecution.

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

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

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

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

### **3. Vital Educational Agency Information**

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

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

The school is located at: 2186 Mill Avenue, Brooklyn, NY 11234

Student transportation needs are consistent with the Department of Education requirements. The key official of Hebrew Language Academy Charter School is Daniella Steinberg 718-377-7200

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

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

**Dissemination of Early Detection Information** - In accordance with Section 155.17(e)(1)(xiii), all teachers and non-instructional staff members were provided with School Violence Prevention training at the beginning of this school year. Updated training in this area will be provided annually hereafter. In addition, teacher aides who supervise students in non-academic areas, such as on playgrounds and in cafeterias are provided with conflict intervention training. Conflict intervention training for teacher aides will be updated annually. Child Safety provides all students with training in detecting and managing unwanted behaviors. The topic is introduced to parents at the first parents meeting in the fall, then through notices at Fire Prevention Week and the week prior to the spring break.

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

### **C. Hazard Identification**

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

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

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

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

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

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

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

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

The Emergency Response Team also will be notified at the beginning of the incident. The Head of School can refer to the Emergency Response Plan and/or the Quick Reference Guide for the proper



sequence for notification. After the initial response to the emergency, the sequence for official notification for the majority of incidents will be as follows:

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

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

☐

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

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

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

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

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

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

When representatives of the media arrive at the site of the critical incident, the Head of School or designee will designate a location and format for meeting with them to provide an incident report and answer appropriate questions. The location will be determined by the Head of School or designee and will be dictated by the nature and location of the critical incident. Depending upon the nature of the incident, the media briefing area could be in the Head of School'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 Secretary and Office Aide via telephone. This could include informing a parent or other emergency contact members and/or riding a bus to a different-than-normal destination. Management of the emergency early dismissal process is the responsibility of the Head of School and/or designee. The Head of School will remain at the school until all students are dismissed.

## **B. Situational Responses**

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

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

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

- ☐ Bomb Threat
- ☐ Hostage
- ☐ Intruder
- ☐ Kidnapped Person

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



## 2. Responses to Environmental Problems

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

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

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

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

## 3. Responses to Fire and Explosion

A fire or explosion in a building, or even a false alarm, will interrupt and disrupt school building activities. The effects may be minor, as in the case of a false alarm, but could be significant, as in the case of a fire or explosion. Emergency guidelines, ranging from minor to major occurrences, are included in this section:

- ☐ False Fire Alarm
- ☐ Fire
- ☐ Explosion

In each case, the guiding principles for emergency planning are protection of life first, then

preservation of property, including restoration of normal activities. If it becomes necessary to respond to fire and/or explosion, the Head of School may rely on one of the following responses: shelter, lock down, evacuation, go home.

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

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

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

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

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

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

- ☐ Allergic Reaction
- ☐ Animal Bite
- ☐ Bleeding
- ☐ Blow to the Head
- ☐ Broken Bones
- ☐ Burns
- ☐ Choking

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

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

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

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

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

**Implied or Direct Threats** - In accordance with Section 155.17(e)(1)(iii), The Hebrew Language Academy Charter School-Wide Safety Plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Hebrew Language Academy Charter School expects a high standard of behavior from its students, faculty and staff as well as visitors to the school facility and grounds. The school will enforce The Hebrew Language Academy Charter School Code of Conduct, which governs the behavior of all persons, whether or not their presence is authorized, upon any premises or property under the control of the school and used in its teaching, administration, and cultural, recreational, athletic and/or other programs and activities. A copy of the Code of Conduct is available in the main office of the school as well as in the school office.

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

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

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

### **• Responses to Acts of Violence**

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

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

Step 2 - The Head of School or designee will respond immediately to the act of violence, depending upon the nature of the violent act, in a manner that attempts to ensure the safety of all students and adults in the building. Based upon the available information, this may include reporting to the location of the violent act and addressing the violent act, implementing efforts to isolate the individual if possible, as appropriate. It may also involve initiating the procedures for a building lockdown or “shelter in place” procedure and contacting area police agencies to request their assistance.

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

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

## 7. Response Protocols

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

- ☐ Determination of the level of threat
- ☐ Monitoring of the situation; adjustment of response with the initiation of early dismissal, sheltering or evacuation – as necessary.
- ☐ Contacting personnel at the NYC 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
- ☐ Administrative Assistant
- ☐ School Safety Aide

**Bomb Threat – Sequential Response Actions:**

1. Upon receipt of a bomb threat by telephone, initiate the Bomb Treat Response Form in the Emergency Response Plan. Listen for identifying speech characteristics, male or female, young or old, etc. Fill out the Response Form as complete as possible.
2. Notify the following personnel: Head of School
3. Notify the NYC Police: Head of School (or designee)
4. Under the direction of an administrator listed in item 2, notify all building occupants using the public address system of a “Code Blue Response Guidelines”. **Note - Do not activate the Fire Alarm System.**
5. The Head of School will direct all staff, students, and visitors to evacuate or shelter to a safe area. They shall maintain silence and wait for further instructions.
6. When the “all clear” is given by the Head of School or designee and the law enforcement agency, evacuated persons will be instructed to report to their areas for an accountability check (using student and staff rosters) and to resume normal operations.

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

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

1. Identify the situation – All school staff and students are responsible for identifying the situation, should they be witnesses
2. Notify the following personnel: **Head of School**
3. Notify the NYC 63rd Police Precinct and follow their instructions. Do not try to overtake the perpetrator.
4. Notify all school occupants using the public address system that there is a “Code Red”.
5. A lock down of all doors and windows in rooms, offices, assembly halls, and entrances and exits should take place immediately.
6. Isolate the incident from all personnel. Do not allow persons to enter the area without the advice of NYC 63rd Police Precinct officials.

7. Update the Board President (Hebrew Language Academy), NYC-DOE-ONS and NYSED of the situation and actions taken.
8. Follow the instructions of NYC 63rd Police Precinct officials.
9. After the announcement “Code Red – All Clear” is given, resume normal activities.

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

1. Identify the intruder. Verification should be made that there is indeed an intruder in the building, on the grounds, or if a real threat exists. Always assume the intruder is armed and dangerous.
2. Notify the following personnel: **Head of School**
3. Under the direction of an administrator listed in item 2, notify all school occupants using the public address system of a “Code Red”
4. Notify NYC 70th Police Precinct officials.
5. A lock down of all rooms, offices, and assembly halls should be done immediately.
6. Isolate the area of the incident from all personnel. Do not allow anyone to enter or leave without permission of law enforcement officials.
7. Follow the instructions of the law enforcement officials
8. After the announcement, “Code Red – All Clear” is given, conduct an accountability check. After the check is completed, resume normal operations.

### **• Emergency Agencies & Services Available**

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

**Advice and assistance** – In accordance with Section 155(e)(1)(viii), the Head of School will begin by contacting personnel at the NYC 63rd 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>	<i>800</i>	<i>634-9300</i>
<i>National Response Center –Oil &amp; Toxic Chemical Spill</i>	<i>800</i>	<i>634-8802</i>
<i>Pesticide Service Center</i>	<i>800</i>	<i>847-7332</i>
<i>American Red Cross</i>	<i>800</i>	<i>733-2767</i>
<i>Poison Control Center</i>	<i>800</i>	<i>222-1222</i>
<i>Domestic Violence / Child Abuse Hotline</i>	<i>800</i>	<i>799-7233</i>
<i>Suicide Hotline (adolescent)</i>	<i>800</i>	<i>621-4000</i>

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

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



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

- **Early Dismissal Plan**

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

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

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

2. **Dismissal During School Day**

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

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

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

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

1. The Head of School or designee will make the decision to “Evacuate”.
2. The Head of School or designee will notify the local police and fire departments and the

Emergency Response Team, if and as appropriate.

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

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

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

- **Dismissal from the Alternate Site**

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

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

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

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

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

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

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

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

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

The Hebrew Language Academy 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.