



FAMILY HANDBOOK

2018-19

HARLEM HEBREW LANGUAGE ACADEMY

FAMILY HANDBOOK, 2018-19

Dear Families,

Welcome to Harlem Hebrew Language Academy, a diverse, dual-language school rooted in the community of Harlem! As the Head of School, it is my pleasure to welcome you to our school community. This handbook outlines the school's policies and procedures that we will follow throughout the year and that families need to know as part of our community.

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 ELA, 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 of 'Success for Every Student.' We differentiate our instruction and employ best practices in education to meet the needs of our students. To support instruction, our teachers and staff undergo meaningful professional development to hone their craft as they work with your children.

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

I encourage you to reach out to teachers, staff, and administration at any time. Our goal is to work with our families to create the best opportunities for all. I am 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 shared journey with your children.

Educationally yours,

Meghan Barrios
Interim Head of School

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Part I: About our School

A. School Overview

Harlem Hebrew Language Academy Charter School (HH) will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, Harlem Hebrew will offer an academically rigorous K-5 curriculum, which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

Harlem Hebrew Language Academy 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 (including learning a foreign language), collaboration, and critical thinking. It also includes an emphasis on empathy and emotional intelligence.

In Hebrew Public network schools, including at our School, global citizenship education is supported through the daily study of Modern Hebrew (which students learn for at least one hour per day), the comparative study of Israel and of students’ local community, the use of small group instruction, 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 School’s Board of Trustees.

B. School Contacts

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C. Board of Trustees

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

All meetings of the schools' board of trustees and all committees of the boards 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 is currently comprised of the following members:

Linda Aristondo, Chair

Sara Bloom, Vice Chair

Basil Smikle, Treasurer

William Allen, Secretary

Vanessa Goldberg-Drossman, Parent/Guardian Trustee (Ex-Officio)

Linda Tarry-Chard, Trustee

D. School Calendar

2018-2019 HEBREW PUBLIC ACADEMIC CALENDAR



E. School Closings

Closing due to inclement weather

The regular school schedule must be suspended during severe weather conditions 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 cancelled. **The School will follow the NYC Department of Education's policy for school closings and school delays.** Please access the NYC Department of Education website (www.schools.nyc.gov) for any updates regarding school closing during inclement weather.

Automated Message

The School will send an automated message regarding any school closings. The School will also use automated phone messages to contact parents/guardians regarding important school 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 at the School.

It is the responsibility of the parent/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 any and all updates regarding school closing during inclement weather. The School's website <https://harlemhebrewcharter.org/> will have information about the school calendar and scheduled closings.

Part II: Attendance & Transportation

A. Arrival and Lateness

Doors will open to students at 7:40 AM each day. Class begins at 7:50 AM, and students must be physically present in the classroom by this time. Students arriving later than class start time will be considered late. A record is kept of all lateness. In determining lateness, yellow bus and major public transportation delays are taken into consideration. In the event of multiple incidents of lateness, a parent/guardian conference will be requested by the school. In persistent cases of lateness, additional intervention may be sought by the school to help address the reasons for lateness. Prompt arrival at school is vitally important to ensure that instructional and social emotional learning time are used fully, and to minimize classroom disruptions due to late arrivals.

B. Attendance

It is very important that your child comes to school every day and on time. Coming to school every day and on time raises self-esteem and results in your child succeeding both academically and socially. Research studies show that there is a direct correlation between good attendance, being on time, and good grades. ***Our school has a target of at least 95% attendance for each student.***

If your child does not attend school for any reason, parents should call the School by 9:00 a.m. so that we can note the absence to your child's teacher. If the School doesn't hear from you, calls home will be made. If your child is absent due to illness and cared for by a physician during the period of absence, a note from the physician is required upon return to school. **Vacations during instructional time are not an excused 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 8:15 a.m. and report it to the Head of School by 9:00 a.m. The main office then follows up on all absences in the event that a parent/guardian has not contacted the school: (1) On the first day of absence, phone calls are made to parent/guardian to determine the reason for the absence; (2) On the second day of absence, if there is still no response from the parent/guardian, the school will request a phone conference concerning the child's attendance; (3) The parent/guardian is contacted every day of the child's absence if necessary; and (4) All documentation of outreach efforts are kept in the main school office. Our goal with this process is to ensure the safety, well-being, and academic growth of all of our students.

Absences for the following reasons will generally be considered to be excused absences:

- A death in the family.

- Student illness or injury. For a medically-related absence longer than two days, the parents or guardians should provide a doctor's note within 24 hours to the school.
- Student medical appointments. Parents should do their best to schedule medical appointments outside of school time. If an appointment must be scheduled during the school day, the student should not be absent for the entire day. It is expected that the student will come to school before and/or after the appointment.
- Religious observance. (Days absent before or after the holiday will NOT be excused)
- Educational opportunities with prior approval from the Head of School.

Absences for any other reason will generally be considered to be unexcused 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.

C. Early Pick Up

The School discourages early pick up, as it takes away instructional time for students and can have a disruptive effect on classrooms. Early pickup is NOT permitted after 2:30pm, except in specific cases of student illness. Parents must inform the office in advance if they must pick their children up early. Only parents or other adults designated on the emergency card may sign a student out of school early. The adult must present proper identification and sign in with security and at the Main Office. The adult or parent must sign the "sign out" book. **No parent or adult is authorized to go to a classroom to pick up a child without approval from a school staff member.**

D. Late Pick Up

Dismissal is at 3:30 p.m. daily. On a scheduled half day of school, the School will have a 12:00 p.m. (noon) dismissal. It is important that families arrange for children to be picked up on time each day; each instance of late pickup places a burden on School staff members who have other responsibilities at the end of the school day. Patterns of late pick up will result in a conference with the family, and persistent cases may require additional intervention by School personnel.

E. 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.

F. Vacation

While vacations are a valuable part of family life and student development, vacations during instructional time are highly discouraged and are not considered an excused absence. We ask that families plan their vacations around the school-year calendar, which is available at the school from the Main Office, and is also in this handbook.

G. Medical Absence

If your child was absent due to illness and cared for by a physician during the period of **any** absence, a note from the physician is required upon return to school. Moreover, if your child is absent three or more days it is required that you provide a physician’s note. We do ask that you do your best to schedule doctor’s appointments after school, on weekends or during school vacations.

H. Transportation

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 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 in the afternoon.

Bus Behavior Expectations

Riding the school bus is a privilege, not a right. For the safety of all students, children are expected to follow the rules for safety on the bus:

- Sit down in your seat and buckle up.
- Keep your voice low.

- Keep your hands to yourself.
- Demonstrate self-respect, respect for others, and use kind words always.

Students who do not follow the expectations on the bus will have the following consequences*:

Infraction number:	Infraction Type: Non-Violent	Infraction Type: Violent
#1	Written Warning 1	Written Warning
#2	Written Warning 2	Suspension- 1 week
#3	Suspension- 1 week	Suspension- 2 weeks
#4	Suspension- 2 weeks	Bus privileges revoked for 2018-2019 school year
#5	Bus privileges revoked for 2018-2019 school year	N/A

*Student behavior on the bus may also lead to consequences under the School’s Code of Conduct and discipline procedures.

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

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 that are mandated to receive specialized transportation on their most recent IEP are placed on bus routes to and from the school they attend. In addition, parents 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 Individualized Education Program (IEP). A student with special needs' eligibility for transportation is determined solely by the requirements of their IEP.

Part III: Program

A. Program and Subjects Overview

Our school provides students with a rich program of study, including English Language Arts, Math, Modern Hebrew, Social Studies, Science, Israel Studies, Harlem Studies, Physical Education, Music, and Art and Service Learning. 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. Instruction in Math and English Language Arts includes a mix of whole-class, small group, and individualized learning. All students take the NWEA MAP (Measures of Academic Progress) assessment three times per year; MAP results are used to help develop each student's specific learning path in these core subjects.

Our school is also an International Baccalaureate (IB) Middle Years Programme (MYP) Candidate Schools for students in grades 6 and up. The MYP helps students develop the knowledge, attitudes, and skills needed to participate actively and responsibly in a changing and increasingly interrelated world. MYP is an approach to teaching and learning based on the standards of international education. Teachers follow the New York Common Core State Standards and infuse the MYP philosophy to develop the knowledge, attitudes, and skills that are needed for students to participate effectively in life in the 21st Century.

Below are descriptions of specific subject and program areas at the school.

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-1

In Kindergarten and 1st grade, students study literacy through Core Knowledge, [Wilson Foundations](#) and Close Reading for Meaning. Students gain foundational skills through the Wilson Foundations program, which provides research-based materials and strategies for reading, spelling, and handwriting. 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. Students work in a small groups based on their current skill levels in their guided reading groups. Students also use [Compass Learning](#), a web-based program that creates a personalized learning path for each student.

Grades 2-4

In grades 2 through 4, students study literacy through Core Knowledge, Close Reading for Meaning, [Keyboarding Without Tears](#), and starting in 3rd grade, [ThinkCERCA](#). 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. Students work in a small groups based on their current skill levels in their guided reading groups. Students work on argumentative writing through ThinkCERCA, an online program. With ThinkCERCA, students read passages of text, analyze the text and respond to a critical thinking prompt using writing framework. Working in small groups, students engage with reading materials and work based on their current skill levels. Additionally, during group time, students use [Compass Learning](#), a web-based program that creates a personalized learning path for each student. Students practice typing skills through Keyboarding Without Tears, which covers typing fluency and speed and appropriate use of online tools.

Grades 5 & higher

In grades 5 and higher, students study literacy through Expeditionary Learning, Close Reading, [ThinkCERCA](#), and [Keyboarding Without Tears](#). The Close Reading for Meaning approach gives students the tools to distill both the literal and deeper meaning of any text, examine craft and structure, and develop evidence-based ideas. Students also engage in novel study. During group time, students work on [Compass Learning](#), a web-based individualized curriculum that generates a personalized learning path tailored to each student and differentiates below and above grade level based on the student's individual needs. Students work in a small groups based on their current skill levels in their guided reading and book club groups. Students practice argumentative writing through ThinkCERCA's online platform. Students read differentiated passages, analyze the text and then respond to a critical thinking prompt using a writing framework. Students also practice typing skills through Keyboarding Without Tears, which covers typing fluency and speed and digital citizenship. All literacy instruction is aligned to Common Core Standards.

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-4

The study of mathematics consists of the rigorous program Eureka Math in K – 4, also known as Engage NY. Eureka Math is aligned to the New York State Learning Standards, where the mathematical progressions are carefully sequenced into modules.

The curriculum modules are marked by an in-depth focus on fewer topics. They provide rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. The Mathematical Practices are incorporated within each module.

Students also use [Compass Learning](#), a web-based individualized curriculum that generates a personalized learning path tailored to each student and differentiates below and above grade level based on the student's individual mathematic needs.

Grades 5 & higher

In 5th grade, students culminate the Eureka Math, (Engage NY), *A Story of Units* curriculum through development of fluency with addition and subtraction of fractions, understanding multiplication and division of fractions and developing understanding of operations with decimals in preparation for the 6-8 curriculum.

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

Modern Hebrew

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

In grades K and 1, Hebrew teachers serve as homeroom teachers and will be in the classroom daily during the morning routine, Hebrew instruction, lunch and recess, as well as during social studies and science. In grades 2-6, in addition to the daily Hebrew block, teachers push into the classrooms to supervise lunch and recess a few times a week. Hebrew teachers will also be pushing into social studies and science for select lessons, such as ones on Israel Studies or for hands-on science experiments.

Similarly to enrichment in math and ELA, Hebrew teachers will also provide enrichment in Hebrew to students based on student data. We also hope to offer some after-school activities in Hebrew, and are exploring a possible pilot program to provide Hebrew lessons to interested parents (based on a program developed this year by our sister school, Hatikvah International, in New Jersey).

Students engage in meaningful interactions in the language, developing their speaking and comprehension skills at a rapid pace. As they advance through the grade levels, speaking and listening skills continue to be developed as are reading and writing skills.

Modern Hebrew is taught by native speakers, who only speak to their students in Hebrew. In just a short time, students are able to understand Hebrew and speak 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. 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.

Social Studies

K-5 Social Studies

The MyWorld social studies curriculum, published by Pearson and taught across K-5, uses a variety of integrated learning experiences to activate prior knowledge and help students understand “big ideas” as they relate to essential questions. Learning comes alive through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizen. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blending learning experiences include an interactive student worktext and digital courseware. The curriculum is aligned with the New York standards for Social Studies and the Common Core.

Social Studies, grades 6 and higher

In 6th grade students study MyWorld History and in 7th and 8th grade they study American History. Both programs are designed to unlock the history with engaging stories, activities, and opportunities for drawing connections from the content to students’ own lives, expanding their understanding of history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history. The program is aligned with the New York standards for Social Studies and the Common Core.

Science

[Science Dimensions](#) is the program used for K-8 science. This program is aligned to 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* which describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
- *Crosscutting Concepts* have application across all domains of science, linking the different domains of the subject. They include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change.
- *Disciplinary Core Ideas* focuses on K-12 science curriculum, instruction and assessments on the most important aspects of science.

Science Dimensions was created with a “digital-first” mentality. This program provides an authentic approach to increasing student achievement in science and preparing teachers for engineering instruction using technology.

Israel Studies

Students participate in hands-on experiences related to the history and geography of Israel throughout the school year, including in specially designed social studies units that teach Israel in a comparative perspective. Students in Grades K-2 participate in a weekly Israeli dance class and older students have the option to join a lunchtime dance club. Each spring, the Tzofim Caravan, a performance group of Israeli scouts, visits the school. There is a yearly school wide Israel Day celebration that is thematically organized, where staff and students come together to learn about Israeli 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 Israelis artists in residence. All Hebrew Public eighth graders will have the opportunity to apply to participate in the Capstone trip to Israel as a culminating experience of their studies.

Harlem Studies

Our students’ discovery of the world starts with an exploration of the rich cultural history of their immediate community – the Harlem neighborhood. Through an investigation of Harlem, our students come to understand the profound impact migration has on a neighborhood, a city, and in turn the world. They explore the art, music, and literature of the famous Harlem Renaissance, learn about Harlem’s rich and complex history, and develop a fuller understanding of the Harlem of today.

The Arts

To access the full potential of arts education, the school provides focused instruction on particular art subjects and the integration of arts education in the broader curriculum. For our early grade students, we offer programs in visual art, dance, and music. Wherever possible, Hebrew language instruction is integrated into our music and arts education.

Physical Education

Our physical education program improves students’ physical health. It 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 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.

Service-Learning

The school will coordinate school-wide service learning projects to promote our students’ empowerment in helping the world around them and being good global citizens. In addition, each class will pick a special service learning project for the year that students will deeply engage in both through research and practice.

Social and Emotional Learning

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

What is SEL?

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.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a world renowned organization who dedicates their work around social and emotional learning. CASEL has identified five core categories of social and emotional skills:

- Self-awareness
- Self-management
- Social awareness
- Responsible Decision Making
- Relationship skills

Our goal is to support the development of these emotional skills in a variety of ways. In addition to social and emotional learning opportunities being integrated into classroom instruction, Harlem Hebrew Language Academy will provide students with differentiated support (advisory, mentoring); experiential learning opportunities; and involving students as collaborators in their learning.

Special Education Services

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.

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 with and students without disabilities to meet the diverse learning needs of all students in a class. In the SETSS program, the SETSS teacher, through small group instruction, ensures that a student receives individualized accommodations and modifications to support instruction within the classroom. The amount and frequency of support a student receives in each of these programs is stated in the student's Individualized Education Program (IEP).

In addition to academic supports, we also offer related service support for students who qualify for them. Based on the specific requirements of their IEPs, students receive Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Counseling within the school building. These related services support students in advancing appropriately towards their individual annual goals.

Services for English Language Learners

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. English language learners receive their language arts instruction from ESOL-certified teachers.

B. After-School Programs

Harlem Hebrew currently partners with a variety of afterschool programs which are available at an additional cost to families. The KING program happens at Harlem Hebrew. The additional programs pickup from Harlem Hebrew at dismissal time (3:30pm). To make arrangements please contact the programs directly.

KING (Kids In The Game): www.kidsinthegame.com/harlem-hebrew-full-program

Police Athletic League (PAL): 212-665-8699; registration is in person.

Dunlevy Milbank Center: La'Shanda; 212.996.1716 Ext. 17072: registration is in person.

JCC Harlem: Amber, amber@jccharlem.org

Kivun: Sarah Alevsky, sarah@chabadofthewestside.org

C. Homework

We view homework as a partnership among teachers, parents, and students. We strive to create assignments that are meaningful to the activities that your child experiences during the school day. Your child will understand why they are completing certain tasks, as they will always relate to instruction they have already received. The amount of homework and expectations for submission develop as students move up through the grades. Teachers will share specific

homework policies with students and families at the beginning of each school year. **Please read to your child or make sure that your child reads every single day!**

D. School Supplies

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.

E. Dress Code

Students are expected to dress in a manner that is supportive of a positive learning environment and one that is free of distractions. The school has developed a dress code to help build a sense of school pride, promote a positive educational environment, help students resist inappropriate peer pressure, and concentrate on academics.

Gym Apparel:

Students are expected to wear appropriate clothing on gym days. This includes the following: t-shirt with school logo – white or blue, sweatpants with school logo, and **sneakers**. A plain navy t-shirt and plain navy sweatpants are also acceptable substitutions. A plain white undershirt is not appropriate school wear. School logo items will be available for purchase through the school.

“Apparel Library”

If you have dress code articles of clothing from your child’s past year at the school which no longer fit but are still in good condition, please send them in with your child so they can become part of our Apparel Library. The stock in the Apparel Library will be available for families of students who may not be able to acquire the dress code for the coming year. Any leftover stock will be on hand for the Fall Semester for students who may need a change of clothing while at school.

Change of Clothes

It is **required** that children in grades K, 1, and 2 have an extra set of clothes in school that are in accordance with the dress code. Please label each item of clothing with your child’s name.

Labeling of Clothes

Please label your child’s clothing with their first and last name.

Accessories: No purses, bags, or string bags are allowed in our learning spaces and must be kept in a student’s cubby or locker. For Physical Education classes, no jewelry is allowed. Student backpacks must stay in cubbies or lockers all day.

Dress Code (Grades K-6):

Bottoms: Blue pants (no denim or jeans) or blue uniform style shorts (no cargo shorts) with belt; dress, jumper (not plaid), or skirt (no denim or jeans); white nor navy tights. All shorts/skirts must be appropriately sized, fitted and not baggy or excessively tight. They must be free of slits, holes and tears. The length must be no shorter than right above the knee when standing. For Physical Education class, no skirts are allowed.

Tops: White, light blue or navy blue shirt (button down or polo shirt) either short or long sleeve. In cold weather, a navy sweater may also be worn. All shirts must be appropriately sized, fitted, cover the midriff area, have sleeves that cover the shoulder, and not be baggy or excessively tight. No tank tops of any kind are permitted. Bra straps must not be visible. Low-cut shirts are not permitted. We prefer that students wear collared or polo shirts. Inappropriate graphics and language are not permitted.

Foot Apparel: Dress shoes or sneakers. No flip-flops or backless/strapless sandals are allowed due to safety reasons.

Sweaters: No garments with hoods are permitted. An appropriate, non-hooded sweater should be provided for cold weather days.

Jackets/Coats- All jackets/coats are to be placed in each student's hook. No jackets/coats are permitted to be worn during instructional time.

F. Promotion and Retention

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 of our 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.

Students who score at the 25th percentile or lower on the winter MAP are considered not on a path to meeting promotion standards (*Promotion in Doubt*), at which time families are notified in

writing of possible retention and students are strongly encouraged to attend summer school. A school committee consistently of teachers, school leaders, and the 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 MAP, the committee 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 committee's student by student review. Parents will be notified of retention decisions in June.

Part IV: Community & Parent Relations

A. Communication

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 their child's learning. Among the specific ways the school communicates with parents and guardians are:

- Scheduled meetings with teachers or other School staff.
- Email communication with teachers or other School staff
- "Backpack" parent notifications
- Head of School Newsletter
- Automated Message service to inform about events and school closings, etc.
- School website <https://harlemhebrewcharter.org/>
- Parent Teacher Organization meetings
- Parent Teacher Organization activities
- Individual parent/guardian conferences with teachers to review your child's progress 2 times per year

As a Hebrew Public school network, we are committed to being responsive to student and family concerns. To ensure that we are promptly addressing your concerns, we have outlined a new protocol to help you find resolution. By following this protocol, issues will be addressed quickly and efficiently.

Please help us involve the right staff member to address issues of concern. 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 parent, then bring your concern to one of the following people:

- **Behavior, safety, or discipline concerns**, contact the Dean of Culture, Taharah Smalls, tsmalls@harlemhebrewcharter.org
- **Social and emotional issues**, contact the Assistant Head of School for Social and Emotional Learning, Shlomit Levy, slevy@harlemhebrewcharter.org

- **Medical issues, including 504 plans and Americans with Disabilities Act concerns**, contact the Special Education Coordinator, Tyisha Owusu Sekyere and towususekyere@harlemhebrewcharter.org
- **Special education concerns**, contact the Special Education Coordinator, Tyisha Owusu Sekyere and towususekyere@harlemhebrewcharter.org
- **Enrollment, attendance, student fees, or financial issues**, contact the Director of Operations, Ursula Vericain, uvericain@harlemhebrewcharter.org
- **Questions about our general curriculum and Harlem Studies**, contact the Assistant Head of School for Instruction, Melanie Hinds, mhinds@harlemhebrewcharter.org
- **English Language Learner concerns**, contact the Assistant Head of School for Social and Emotional Learning, Shlomit Levy, slevy@harlemhebrewcharter.org
- **Questions about Hebrew**, please contact the Director of Hebrew, Alona Mor, amor@harlemhebrewcharter.org
- **Questions about Israel Studies**, please contact the network Director of Israel Studies, Jessica Lieberman, at jessica@hebrewpublic.org
- **After-school program questions**, please contact the Community Coordinator, Sarah Guthartz, sguthartz@harlemhebrewcharter.org

If, after working with the people listed above your issue is not resolved, please raise the issue directly with the Head of School. If an issue can't be resolved by any of the above avenues, the Community Coordinator will assist you in bringing the matter to Hebrew Public.

B. Student Cell Phones

We understand that cell phones have become a near-constant feature of 21st Century existence. At the same time, their use during school and school activities and on the school bus can be significantly disruptive. Because of this, the School has the following policy on student cell phones:

1. Students may bring cell phones to school, but elementary school students must keep them in their backpacks at all times, unless permission to remove them is specifically granted by a school staff member. Middle school students must keep their cell phones in their lockers during school hours unless permission to remove them is specifically granted by a school staff member.
2. Students needing to contact family members during school hours should notify their teacher, who will help determine the necessity for the contact and the best means to do so.
3. On the bus, students should only use cell phones for the purpose of contacting family members.
4. Students found to be using cell phones during the school day will have them confiscated. They will be available for pick up by a parent or guardian between the hours of 8-9 a.m. or 3-4 p.m. Parent will be notified that the phone has been collected.

C. Visitors to the School

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 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 from time to time throughout the year of special classroom and school-wide events where we will invite families to visit.

D. School Safety

The maintenance of safety and good order is the collective responsibility of all School staff, parents, 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 the 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 the teacher taking them to return directly to the parent 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 personal belonging in school or on the school bus**

Fire Drill/Evacuation Procedures

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

No Smoking

There is no smoking on School property in accordance with State Law.

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.

Safety Reminder

We encourage you to remind your child of safety tips for interacting with strangers, including but not limited to the following:

1. Students should never go home with strangers.
2. Students should not talk to strangers.
3. Students should not take things from strangers.
4. Young students should be escorted to and from school.
5. If students are approached by strangers and are near the School, they should return to the School and inform a staff member immediately.

E. Transfer Plan

Our school is a public school of choice, for both application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or 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 transfer 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.

F. Complaints

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 the freedom to establish their own policies, design their own educational program, and manage their human and financial resources.

The NYS Charter Schools Act provides that a parent (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.

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. This includes: 333

- **Behavior, safety, or discipline concerns**, contact the Dean of Culture, Taharah Smalls, tsmalls@harlemhebrewcharter.org
- **Social and emotional issues**, contact the Assistant Head of School for Social and Emotional Learning, Shlomit Levy, slevy@harlemhebrewcharter.org
- **Medical issues, including 504 plans and Americans with Disabilities Act concerns**, contact the Special Education Coordinator, Tyisha Owusu Sekyere and her email address is towususekyere@harlemhebrewcharter.org
- **Special education concerns**, contact the Special Education Coordinator, Tyisha Owusu Sekyere and her email address is towususekyere@harlemhebrewcharter.org
- **Enrollment, attendance, student fees, or financial issues**, contact the Director of Operations, Ursula Vericain, uvericain@harlemhebrewcharter.org
- **Questions about our general curriculum and Harlem Studies**, contact the Assistant Head of School for Instruction, Melanie Hinds, mhinds@harlemhebrewcharter.org
- **English Language Learner concerns**, contact the Assistant Head of School for Social and Emotional Learning, Shlomit Levy, slevy@harlemhebrewcharter.org
- **Questions about Hebrew**, please contact the Director of Hebrew, Alona Mor, amor@harlemhebrewcharter.org
- **Questions about Israel Studies**, please contact the network Director of Israel Studies, Jessica Lieberman, at jessica@hebrewpublic.org
- **After-school program questions**, please contact the **Community Coordinator**, Sarah Guthartz, sguthartz@harlemhebrewcharter.org

If your concern does not fall into any of the above areas, please proceed directly 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 directly 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 Dr. Shane Goldstein Smith, Chief Schools Officer for Hebrew Public, the school’s Charter Management Organization, at issues@hebrewpublic.org.

Step 6: Appeal to the school’s Board of Trustees.

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

New York State Education Department
Charter School Office
Room 465 EBA
89 Washington Avenue
Albany, NY 12234
Phone: (518) 474-1762

Or via email to: charterschools@mail.nysed.gov (subject line should include the name of the school and the word 'Complaint')

G. Parent Satisfaction

We encourage regular and frequent feedback from parents so that we can make ongoing enhancements to the School’s learning environment. Your eyes may “see” something we cannot see and we are enhanced by your input and support of our 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 with our Head of

School. 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.

Part V: Discipline Policies & Code of Conduct

A. Discipline Overview

Hebrew Public Charter Schools set high standards for student behavior. All students have rights and responsibilities – to one’s self, classmates, teachers and school. When behavior concerns arise, the guidelines below provide objective guidance that the schools will use as their approach to these concerns. Hebrew Public schools have a 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
- Supporting a cooperative and collaborative effort among students, parents/guardians, and staff.

Restorative Approach to Discipline:

Hebrew Public schools work with staff, students, and families to take a restorative approach to discipline. This gives 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 punitive consequence.

Examples of Restorative practices:

- I-on-I conferences 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 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, 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 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: 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 repeated 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 parent notification
- **Parent Conference.** A conference about behavior with an administrator, parent or guardian, and possibly the student.
- **Loss of Privilege** - Loss of the ability to participation and/or attendance at 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 multi-disciplinary team in conjunction with the student and the student's

parent/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.

- **Detention** - An assignment of 30-45 minutes a supervised area before or after school or during a 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.

B. 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. Please note that while the list of violations is reasonably comprehensive, it is not exhaustive. In other words, 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, 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
- is participating in school-sponsored activities
- is walking to or from school or a school-sponsored activity
- is walking to or from or waiting for school transportation
- is riding on school transportation (for example, the school bus)
- is 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 on staff or members of the school community.

The different levels (1-6) of severity of infractions are listed below, along with the range of interventions and consequences for each level. A given infraction may lead to more than one of listed consequences. For example, a level 4 infraction might result in a parent conference, community repair, and a suspension. Typically, higher level infractions will lead to more serious consequences, unless there are significant mitigating circumstances.

Level 1

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"> ● Reprimand ● Parent Conference ● Loss of Privilege ● Extracurricular Activity ● Suspension ● Community Repair ● Intervention Plan ● Detention

Level 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</p>	<ul style="list-style-type: none"> ● Reprimand ● Parent Conference ● Loss of Privilege ● Extracurricular Activity ● Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension (In-School)

<p>2-E Use of profane, obscene, indecent, immoral, or offensive, language or gestures</p> <p>2-F Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters</p> <p>2-G Plagiarizing, cheating and/or copying the work of another student or other source</p> <p>2-H Repeated disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities</p> <p>2-J Unauthorized use or possession of cellular telephones or other information technology devices</p>	
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Level 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>	<ul style="list-style-type: none"> ● Reprimand ● Parent Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension (in or out of school)

<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-J Gambling - Using money or property</p> <p>3-K Bullying behaviors – conduct directed towards 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>	
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Level 4

Infraction	Range of interventions and/or consequences
<p>4-A False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>4-B Obtaining money, goods, or services through means of coercion or intimidation</p> <p>4-C Threatening behaviors – any written, verbal, or physical action which may cause others to expect an immediate physical altercation</p> <p>4-D Purposeful or malicious destruction or of others (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</p>	<ul style="list-style-type: none"> ● Parent Conference ● Loss of Privilege ● Extracurricular Activity Suspension ● Community Repair ● Intervention Plan ● Detention ● Suspension (in or out of school) ● Long-Term Suspension & Expulsion

<p>property that costs less than \$150</p> <p>4-G Any extreme behavior not otherwise defined in Groups 1 through 4 of this code that very seriously disrupts the educational process</p> <p>4-H Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p>	
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Level 5

Infraction	Range of interventions and/or consequences
<p>5-A Use or possession of alcohol in school or at, before, or after a school related function, documented behavior</p> <p>5-B Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel</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 behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention</p>	<ul style="list-style-type: none"> ● Parent Conference ● Loss of Privilege ● Extracurricular Activity Suspension. ● Community Repair ● Intervention Plan ● Detention ● Suspension (in or out of school) ● Long-Term Suspension & Expulsion

<p>or consequence.</p> <p>5-F Gang activity or overt displays of gang affiliation</p> <p>5-G Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices,</p> <p>5-H Engaging in or attempting any illegal behavior which interferes with the school’s educational process</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. This may include, hacking (intentionally gaining access by illegal means or without authorization) into the school’s network to access student records or other unauthorized information</p> <p>5-K Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>5-L Inappropriate consensual sexual activity</p> <p>5-M 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-N, use or possession of alcohol in school or at, before or after a school-related function</p>	
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Level 6

Infraction	Range of interventions and/or consequences
6-A Use, possession, and/or concealment of a	<ul style="list-style-type: none"> • Parent Conference

<p>firearm/destructive device or other weapon 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 – false indication that a bomb, or other explosive 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 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 Sex acts which include the use of force</p> <p>6-H 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>	<ul style="list-style-type: none"> ● Extracurricular Activity Suspension. ● Community Repair ● Intervention Plan ● Suspension (in or out of school) ● Long-Term Suspension & Expulsion
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Please note that behavior violations in Level 5 and 6 typically involve serious and potentially illegal incidents of misbehavior that cause significant risk or harm to the school community. These violations are therefore more likely to result in more severe consequences such as long-term suspension or even 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.

C. 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 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 sixteen 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 fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head of School shall refer any pupil sixteen years of age or older or a student fourteen or fifteen 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.

D. Levels of Suspension & Due Process Procedures

Short-term Suspension

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

The Head of School may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, 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 guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery

within 24 hours at the last known address(es) of the parents or guardian. Where possible, 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 parents or 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 guardian.

The parents or guardian 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 parent(s) or 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 parent(s) or guardian(s) in writing. Written notice shall be provided by 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, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or 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 parent(s) or 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 personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Head of School may accept or reject all or part of it. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the parent or 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, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction 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.

E. 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) that 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 parent(s) or 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 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.

F. 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 the 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. HLA 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 parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or 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 be provided with 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, notification must also be provided by telephone. In addition, the School must provide alternative education to the student 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 suspensions and expulsions of students with a disability 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.

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.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh 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 7 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 been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of 5 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 with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' 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 fewer than ten 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 the 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 subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

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.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

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 ten 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 attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which 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 parents 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 ten 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 the 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.

Parents 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 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 and the School agree otherwise.

G. 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.

H. 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 a 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.

Part VI: Additional School Policies

A. Internet Usage, Email, and Social Media

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.

If you do not wish for your child to access the Internet as an educational resource, please speak with your child's teacher directly.

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 school office.

B. Dignity for all Students Act (DASA) Policy

The School, its Board, 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 s/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.

C. Health Policies and Procedures

School Nurse

The School Nurse is a direct employee of the NYC Department of Education. The nurse is on post from 7:30 a.m. to 3:30 p.m. 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 parent or legal 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 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 would 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.

D. Emergency Procedures

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 or 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 parent or guardian.

E. 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 parents and 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.

F. Solicitation on School Property

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 parents, guardians, and other family members, may not solicit on school property at any time.

G. Family Educational Rights and Privacy Act

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 parents or guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents, 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 parents, guardians or eligible students to review the records. Schools may charge a fee for copies.

- Parents, 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 parent 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 parent 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 parent 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 parents, guardians, and eligible students about directory information and allow parents, guardians, and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents, 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

H. Notice of Intent to Disclose Student Directory Information

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 attached form 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.

Thank you for your attention to this matter. If you have any questions, please contact the main office at opsteam@harlemhebrewcharter.org.

**Directory Information Form
Harlem Hebrew Language Academy
2018-19**

Please put an "X" next to those items you do NOT want placed in a Directory. Please return to school no later than October 1, 2017. If you do not return the form by this date, we will assume you do not object to these items being in a Directory if we do publish one.

Name _____

Parent/Guardians _____

Date of Birth _____

Address _____

Telephone Number _____

E-Mail Address _____

Student's Name: _____

Print Your Name: _____

Signature: _____

Date: _____

I. Freedom of Information Law

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, s/he may, within 30 days, appeal such denial to the school director.

Upon timely receipt of such an appeal, the school, within ten business days of the receipt of the appeal, will fully explain the reasons for further denial or provides 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 and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise
- Such records are compiled for law enforcement purposes and which, 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.

J. Special Events

Birthday Celebrations

We delight in celebrating your child's birthday at school with his or her friends and teachers! Each classroom teacher will acknowledge your child's birthday in an appropriate and joyful way within the school day. **The School is a nut-free facility** and provides snacks for grades K-2 during snack time through the School's food vendor in accordance to State Education Department guidelines. **The School requests that parents do not provide any cakes, cupcakes, edible items, or gift bags for birthday celebrations.** We have students with severe allergies, and bringing in items that could potentially put a student's life in danger is prohibited for this purpose. In order to ensure continuity of the classroom's schedule, we will serve the daily snack each day as per SED food guidelines. We ask that parents and relatives not visit the class for birthday celebrations. Please note also that birthday party invitations may not

be distributed in school facilities. We need your full cooperation in this matter and we appreciate your understanding of the nutrition guidelines we adhere to in the best interest of all of our students.

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:

- Written permission is required for all field trips to sites other than the School property.
- Generally, the Walking Trip Parent Permission form is signed at the beginning of the school year and covers all walking trips.
- Permission Slips for trips throughout the year will be issued for each trip. Parents must be informed as to the activities involved in the trip.
- **No child will leave school premises on a trip without the School having obtained expressive written permission from the parent.**
- Vehicular seatbelts 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).

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

K. School Meals

Daily Meals

The School serves two meals daily, and snack for grades K-2. Parents 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. If you have any questions, please contact the Director of Operations.

Meal Charge Policy

The School recognizes that on occasion, students may forget to bring money to school to pay for meals. To promote responsible student behavior and to minimize the financial burden on the school, the school will allow students to charge the cost of a meal to be paid back at a later date, subject to the terms of this policy.

- No more than three (3) meals may be charged.

- After the third charge, a letter will be mailed to the parent, advising of the outstanding balance. The school's operation's team will also call the parents to arrange for payment.
- When a student exceeds the charge limit, the student will be provided with milk & grain component at breakfast and a sandwich, fruit & milk component at lunch.

Please note:

No student will be deprived of school meals because he/she is economically disadvantaged. Families who wish to apply for free or reduced meals must complete an application, which can be obtained from the school office.

No Sharing Policy

The School does not allow students to share any food items during breakfast, lunch, or snack.

No Sugary Drinks, Fast Food, Candy or Gum

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 prohibited in school. In the best interest of your child's nutrition, the school does not distribute these food items in school. Students in possession of these items will have them confiscated. Additionally, students may not bring in drinks in glass bottles. We ask that parents who send their children with breakfast, lunch, or snack cooperate with us in implementing this policy. We need your collaboration and we appreciate your consideration in this matter.

Nut and Seed Free

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