



HYDE LEADERSHIP CHARTER SCHOOL

Student/ Parent Handbook

Revised September 2016

**These policies are subject to change at the discretion of Hyde Leadership Charter School*

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Welcome to Hyde Leadership Charter School

Hyde Leadership Charter School is a place of self-discovery and challenge. At Hyde, every student is capable of excellence regardless of his or her innate ability. Hyde maintains a student-centered culture that motivates character development and emphasizes curiosity, courage, concern, integrity, and leadership. The Hyde process has successfully transformed lives of students and families for over 40 years in different parts of the country and continues to be a source of personal strengthening for our families and students here in the Bronx. It is built upon the belief that character growth is the key to revealing every person's unique potential and larger purpose in life. We are a college-preparatory school with a twofold purpose: academic excellence and excellence in character.

The Hyde philosophy is not for everyone. Only parents and students who are committed to going after their best, closely examining the meaning and direction of their lives, and putting time and effort into their education will be able to meet the academic, personal, and social challenges that await them in the Hyde Program.

Our core goals are to prepare students to live by standards of personal excellence and to succeed in school, ultimately through college. We ask you to join us this year in taking on a personal challenge to strengthen family ties and to support our students as they strive for academic excellence and excellence in character.

Sincerely,

A handwritten signature in black ink that reads "Thomas K. Sturtevant". The signature is written in a cursive style with a large, stylized initial "T".

Thomas K. Sturtevant
Executive Director

MISSION STATEMENT

The Hyde Leadership Charter School's mission is to develop the deeper character and unique potential of each student. Using the Hyde Process for family-based character education, Hyde-Bronx unites parents, teachers, and students in helping each student achieve his or her best academically and in sports, the arts, and service to the community. Rigorous learning attitudes, leadership skills, and a social conscience lay the foundation for each student's success in college and fulfillment in life.

Our primary goal is the personal growth of Hyde's students, but our experience has taught us that all constituents – students, teachers, and parents – must strive for personal growth in order for Hyde's students to achieve it. As we narrow the gap between what we want to foster and how we foster it, we continue to believe that our successes are due more to an adherence to a belief system than to a set curriculum. The cornerstones of that belief system are the **Five Words** and **Five Principles**.

HYDE'S FIVE WORDS

Courage

I learn the most about myself by facing challenges and taking risks.

Concern

I need a challenging and supportive community in which to develop my character.

Curiosity

I am responsible for my own learning.

Integrity

I am gifted with a unique potential and conscience is my guide to discovering it.

Leadership

I am a leader by asking the best of myself and others.

HYDE'S FIVE PRINCIPLES

Destiny

Each of us is gifted with a unique potential.

Humility

We believe in a power and purpose beyond ourselves.

Conscience

We achieve our best through character and conscience.

Truth

Truth is our primary guide.

Brother's Keeper

We help others achieve their best

PARENT/CAREGIVER PLEDGE

As a parent/caring adult at **Hyde Leadership Charter School**, I promise to:

- Work with Hyde staff to support my child's learning and character development.
- Attend school events, parent-teacher conferences, workshops for parents and monthly meetings.
- Maintain clear and frequent communication with the school including all signed documents when they are due (including reading logs)
- Speak with my child daily about his/her school day.
- Provide a quiet environment for homework each evening.
- Limit the amount of time my child spends watching television or playing video games and set policies regarding cell phones during the school week
- Limit and strictly monitor the amount of time my child spends on the Internet and other social media
- Monitor my child's homework. I will check to make sure all assignments are complete and done with care. If I have any questions or concerns, I will contact the appropriate teachers.
- Make it my policy to see every assignment that is returned and graded.
- Call the main office before 8:00 a.m. if my child is going to be absent.
- Try to schedule any/all doctor's appointments on days when school is not in session or after school.
- Make sure that my child leaves the house every day properly attired and in compliance with the dress code.
- Call the school if my instincts tell me that something is amiss.
- Get to know who my child's friends are and, if possible, their parents.
- Make sure I know my child's complete schedule for the day
- Make sure that my child develops healthy eating habits by having breakfast and lunch every day and snacking on nutritious foods.
- Support Hyde's behavioral policy; work with the Hyde staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Have zero tolerance for fighting, "play" fighting, lack of effort, and off-track behavior.
- Ensure that my child is on time each day and limit absences to no more than 5% of the school year.
- Make arrangements by 2:00 pm so that my child is appropriately taken care of at dismissal each day.
- Come in immediately when it is requested by the school.
- Be direct and respectful in communication with all members of the Hyde community.
- Hold myself to behaving in accordance with Hyde's Parent Code of Conduct

As a Parent at Hyde, I agree to uphold these commitments to Hyde staff, my child, and myself. If I am not able to uphold these commitments, I will consider that Hyde may not be the right school for my child.

I. GENERAL INFORMATION

Grades K-8
730 Bryant Avenue
Bronx, NY 10474
Telephone: 718-991-5500
Fax #: 718-842-8617
District 8

Grades 9-12
830 Hunts Point Avenue
Bronx, NY 10474
Telephone: 718-991-5500
Fax #: 347-226-7624
District 8

Co-location for Grades K-8

Grades K-8 are housed in the Hunts Point Middle School (M.S. 424) and share certain facilities with the host school. The schools housed in the building – Hunts Point Middle School (MS 424), Hyde Leadership Charter School, and P.S. 324 – seek to cooperate on all matters. We expect all Hyde students to be respectful and courteous to all people in the building. We also expect Hyde students to move calmly and safely at all times through areas. Although we share the building, Hyde Leadership Charter School has a separate governance structure.

Phone Calls, Electronics, Telephones, and Confiscated or Lost Items

Messages for Students

Parents should communicate with their child before and after school regarding transportation, after school arrangements, or other matters. Hyde-Bronx is committed to keeping the phone lines open for emergencies. Please do not call the school during the day or call teachers' phones to leave messages for students. We can only take messages in the case of the following emergencies: police, fire, or ambulance emergencies; a death in the family; car accidents.

Things that DO NOT qualify as emergencies are a change of family plans, lost keys, directions for after school, lunch issues, who is picking kids up after school, stopping to get something at the store after school, etc.

Student use of School Phones

Office phones are not available for student or public use except in the case of a life-threatening emergency or if special permission is given by a faculty member.

Electronics: Policies and Procedures

K-8 Electronic Devices & Cell Phones

Students are not allowed to use cellular phones, pagers, beepers, digital cameras, CD and/or tape players, radios, televisions, game-boy/video games or any other electronic devices while at school. From the time a student enters the building until the end of the school day, the above-mentioned devices are prohibited. Certain exceptions will be made for students needing specific devices for a school related activity or a class, as determined by the school administrator or teacher.

K-8 Electronic Book Policy

Students are permitted to bring e-readers into the 730 Bryant Avenue building. E-readers include Kindles, Nooks, and tablets but NOT cell phones. We do not expect students to purchase e-readers and do not expect all students to have them. The policy exists for those who have them and are interested in using them.

1. Student and parents/guardians must sign the acceptable use policy as indication of acceptance of the conditions under which e-readers are permitted. Students will get an e-reader pass from the librarian once the form has been completed. Any confiscated e-readers from students who have not signed and returned this policy will be returned only during the first Friday of the month from 12:30-4:15 from the Librarian.
2. All e-readers must be stored in student bags and lockers unless students are using them for reading purposes during approved times. All e-readers must be kept in silent mode.
3. Students are not allowed to access the internet on their e-reader.
4. If any staff or faculty member sees or hears an e-reader during a time that is not allowed, or if a student is using it for inappropriate purposes or purposes other than reading, Hyde staff members have the right to take back the e-reader pass.
5. Hyde will not be responsible for lost, stolen, or damaged e-readers, including items
6. that have been confiscated. We understand that these items are expensive, and we hold parents responsible for knowing whether their children are bringing in e-readers. We also expect parents to be responsible to oversee when students are purchasing books and which books they are purchasing. If you don't want your child purchasing books on the internet, he/she should not have access to an account.

High School Electronics Policy

1. All electronics must be stored in student bags and lockers (once these are assigned).
2. All electronics must be kept off or in silent mode.
3. If any staff or faculty member sees or hears any electronic device, it will be confiscated. **These items may only be retrieved from the Dean of Students on the last Friday of the month from 4:00 - 4:30p.m.** Items confiscated in the last week of the month may only be retrieved on the last Friday of the following month.
4. Student and parents/guardians must sign this policy as indication of acceptance of the conditions under which electronics are permitted. Any confiscated electronics from students who have not signed and returned this policy will be returned on the Friday following the last day of school.
5. Hyde **will not be responsible for lost, stolen, or damaged electronics, including items that have been confiscated.**

High School Laptop Agreement

High School students must review the [Acceptable Use Policy](#). In addition, the agreement below must be read and signed in order to use a classroom laptop.

1. Laptops are handed out during morning homeroom and put away during afternoon homeroom. After the school day ends, laptops are always stored in the cart. They must be put away properly and connected to the chargers.
2. Laptops must be closed when carried and always carried with two hands.
3. Do not lean or write on top of a laptop. The screen could crack.
4. Your hands must be dry and clean prior to handling a laptop.

5. Keep water and liquids away from laptops.
6. Save your work to Google Drive.

Student Guidelines for Laptop Use

Do:

- Carry the laptop with two hands
- Close the laptop before carrying it
- Walk slowly and carefully when carrying the laptop
- Place the laptop securely in the desk and not hanging over the edge of the desk or on a crack between two desks
- Make sure your hands are clean and dry before using the laptop
- Return laptop to the appropriate shelf in the cart when finished
- Notify your teacher immediately if there is a problem with the laptop
- Correctly shut down the computer when finished
- Follow the Hyde Leadership Internet Acceptable Use Policy when using the laptop

Don't:

- Touch the screen with your hand or any other object
- Lift the laptop by the monitor
- Use the laptop near liquids
- Eat or drink while using the laptop

Lost and Found

- The school is not responsible for personal property that is lost, stolen, or damaged. Children are encouraged not to bring articles to school that have significant monetary or sentimental value, or that could potentially be dangerous to themselves or others. If students leave anything behind at school, they should check the school's lost and found, as soon as possible. Please remember to label any item of clothing that your child may remove during the school day. Lost and found items not claimed will be donated quarterly.

Hyde students have access to:

- A Hyde Leadership e-mail account:
 - firstinitial.lastname@student.hydebronxny.org
- Google App space to store files:
 - The Google Apps services are all accessible by logging into Google's websites. For example, Gmail is accessed via <https://www.gmail.com> and the entire email address is used as the username.
 - Google Drive, which allows students to save their work, has an unlimited amount of storage.
 - Google Drive can store application files, such as Microsoft Word documents, spreadsheets or PowerPoint presentations (or Google versions of these Microsoft applications). Students can access files from any computer that is connected to the Internet.
- Teacher Assignments on Google Classroom:
 - Teachers use Google Classroom to store assignments and important documents.
 - The class homepage allows students to view class announcements,
 - homework assignments and online resources.

Food, School Breakfast, and School Lunch

Food/Drinks

Hyde Leadership wishes to promote healthy eating habits for our students. As such, students should not come to school with soda, candy and sweets (including gum), or junk food. Unopened drinks should be in clear, plastic bottles. Glass bottles are not allowed.

K-8 School Breakfast/Lunch Program

Hyde participates in the National School Lunch program. Hyde will serve breakfast, lunch, and snacks. Free breakfast is available for all students in grades K-8. The price for lunch is \$1.50 and the price for reduced lunch is \$0.25. All families are required to fill out the Free and Reduced Lunch form to determine eligibility. The forms are available at the Main Office. All parents are responsible for full payment of their bills as applicable.

High School Breakfast/Lunch Program

Hyde participates in the National School Lunch program. Hyde will serve breakfast, lunch, and snacks. Students who wish to purchase breakfast can do so for \$1.63. Students eligible for reduced breakfast will pay \$.25. The price for lunch is \$2.51 and the price for reduced lunch is \$.25. All families are required to fill out the Free and Reduced Lunch form to determine eligibility. The forms are available in the Main Office. All parents are responsible for full payment of their bills as applicable.

Snow Closings, Inclement Weather Policy, and Emergency Evacuations

Emergency School Closings

- If NYC DOE Schools are closed, then Hyde-Bronx is closed.
- If NYC DOE Schools are open, then Hyde-Bronx is open.
- If Hyde-Bronx needs to open, close, delay an opening, or close when NYC DOE is not open, we reserve the right to do so. You will receive a call on School Reach and an email if you have listed it on your records. Hyde will also post it on the website.

Emergency Early Dismissals

- For early dismissal, Hyde will reach out to parents via School Reach, email, and Hyde will post on the website.
- Hyde will put all regular bus riders on the yellow bus.
- Walkers and metro bus riders will be sent home immediately.
- Carpool riders will wait at school until they are picked up in a timely fashion.

School Evacuations

If the building has to be evacuated, our children and staff will move to the following locations:

- K-3 will move to the Hyde High School at 830 Hunts Point Avenue

- 4-8 will move to P.S. 48
- 9-12 will move to 730 Bryant Avenue

If Hyde needs to dismiss early, parents/guardians will be contacted via School Reach, email, and Hyde will post information on the website.

Transportation

Transportation eligibility is determined on the basis of the student's grade level and the distance between the student's residence and school. The table below shows how the Office of Pupil Transportation (OPT) determines student eligibility for transportation based on the student's grade and the distance the student lives from school. For example:

GRADE LEVEL	DISTANCE FROM RESIDENCE TO SCHOOL FOR FULL FARE TRANSPORTATION			
	Less than ½ mile	½ mile or more, but less than 1 mile	1 mile or more but less than 1½ miles	1½ miles or more
K-2	Not Eligible*	Eligible for Full Fare Transportation		
3-6	Not Eligible	Not Eligible*		Eligible for Full Fare Transportation
7-12	Not Eligible	Not Eligible*		

For example:

- A first-grader who lives 3/4 of a mile from school would be eligible for full fare transportation.
- An eighth-grader who lives one mile from school is not eligible for full fare transportation but may receive a half fare Metro Card.

* Students in these categories are **not** eligible for full fare transportation. These students may receive half fare Metro Cards good for use on buses only. These Metro Cards are provided as a courtesy by the Metropolitan Transit Authority (MTA).

Full Fare Transportation—Yellow Bus Service

Yellow bus service is provided from designated stops at designated times to and from schools receiving this service. In order for a student to receive yellow bus service, all of the following criteria must be met:

1. The student must be eligible for full fare transportation as shown in the chart above.
2. The student must be in grades K-6.
3. The student's residence must be in the same the same borough
4. The bus route must have at least eleven students.
5. The bus must travel on a route that travels no more than five miles from its first stop, through all of the stops on the route, to the schools.

If all of the above criteria are met, students may request yellow bus service at their school. Eligible students will be assigned to a bus stop by the school. Students must use the same stop both in the morning and the afternoon. If the criteria are not met according to ATS, parents of students in grades K-6 may contact Hyde's Bus coordinator to determine whether they live in walking distance to a pre-existing stop.

All students are subject to Hyde's code of conduct while riding the bus. Consequences for misconduct could result in suspension –both short and long-term – from the bus.

Full-fare transportation—Metro Card

Students eligible for full-fare transportation may be issued a Full-Fare Metro Card by asking their school transportation coordinator. A Full-Fare Metro Card allows an eligible student to travel to and from school and school-related activities by bus and subway. There is no charge to the student.

Half-fare transportation

Students not eligible for full-fare transportation may be issued a Half-Fare Metro Card by asking their school transportation coordinator. A Half-Fare Metro Card allows a student to travel to and from school and school-related activities on buses only. Students are responsible for paying half of the metro fare.

Lockers

Students in grades 4-12 have lockers. Students are responsible for remembering their combination. Combinations should not be shared with other students and the lockers are not to be shared either. Lockers should be locked at all times. Hyde Bronx holds announced and unannounced locker checks and clean-ups. Locker times are posted on each school floor and inside classrooms. Lockers are a privilege and may be taken away at any time if they are not used appropriately or are getting in the way of instructional time.

In middle school, students are assigned lockers by their homeroom teacher. Prior to being assigned a locker, the homeroom teacher will review locker expectations. Locker times are posted on each school floor and inside classrooms. Locker times in middle school are 7:45- 7:55 a.m., before lunch and after lunch, before co-curricular periods, and after school. Lockers are a privilege and may be taken away at any time if they are not used appropriately or are getting in the way of getting to class on time.

Lower Middle School student lockers will remain unlocked throughout the day. Any locks placed

on a Lower Middle School locker will be removed with or without the consent of the owner.

Any locks placed on unassigned lockers will be removed with or without the consent of the owner. Any lost locks will be replaced only after the payment of a \$10.00 replacement fee.

Textbooks

Students and parents are responsible for returning all textbooks and other learning materials distributed to the student during the course of the year in the same condition in which they were distributed, less any normal wear and tear. Students are strongly advised to store all textbooks in their locker if they are not being used. Hyde Leadership reserves the right to withhold report cards and student records and to delay processing of transfer requests until all textbooks have been returned and unpaid fees have been satisfied in full. The cost of any unreturned or damaged textbooks must be paid before the student is promoted, graduates, or receives a final report card.

Health Services

Students who are ill should remain at home rather than attend school and possibly risk infecting other students. In the event that a K-8 student becomes ill or is in need of first aid, s/he will be escorted to the Urban Health Plan medical staff. In the event that a 9-12 student becomes ill or is in need of first aid, s/he will be escorted to the Nurse and the parent/guardian will be contacted.

In all non-emergency situations, a K-8 student will be escorted to the Urban Health Plan Office after s/he has been excused from the scheduled class or activity. If the student is too ill to continue with the normal day, a parent or guardian will be contacted to make arrangements for the student to go home. In all other cases, the student will be expected to return to class directly after being seen by the nurse. Parents must complete the Urban Health Plan Form for their child to be treated by the nurse or doctor. If a child is not signed up, he/she is not eligible for services.

Physical and Dental Examination Requirements

New York law requires that students attending public schools must receive the following before the beginning of the school year:

1. Physical examination
2. Required Immunizations
3. Interscholastic Sports Examination

Generally, a child will be enrolled if a physical examination is held before the first day of school. Parents/guardians must have a licensed physician or certified nurse practitioner complete, sign, and date the School Health Certificate to show that the examinations were completed within the specified time. Additional information is available from the Urban Health Plan Office. High School students participating in any sport will also have their licensed physician or certified nurse practitioner fill out an Interscholastic Sports Examination form.

Immunization

All immunizations must be up to date before school begins. Any student without proper immunizations will not be allowed to attend school until s/he has received all required immunizations. Students who have not been properly immunized according to state requirements and/or who have not provided the proper documentation for exemption will be sent home and excluded from the Hyde Community until proof of current immunizations is provided.

504's

There are four types of request and authorization forms under Section 504.

1. Medication Administration Form (MAF) – should only be completed for requests involving administration of medication for students. For cases of asthma, providers may attach an Asthma Action Plan with the MAF.
2. Provision of Medically Prescribed Treatment (Non-Medication) – should be completed when requesting special procedures such as bladder catheterization, postural drainage, tracheal suctioning, gastrostomy tube feeding, etc.
3. Diabetes Medication Administration Form – should be completed for students with Diabetes who require any of the following: glucose monitoring, insulin and/or glucagon administration.
4. Request for Section 504 Accommodation(s)/Assessment- should be used when requesting special services such as a barrier-free building, elevator use, testing modification, etc. Form should not be used for Related Services such as occupational therapy, speech and language therapy, counseling, etc. which is already addressed by a student's Individualized Education Plan (IEP).

Parents and health providers usually request for this form. They are responsible for completing form and returning to the student's schools for processing. A new request and authorization form will be required for each school year if the child continues to require the requested services in school.

When a parent requests a 504 plan or a faculty member believes that a student is in need of one, the parent will be referred to the School Counselor in the division that the student is in. The parent will be given a "Request for Accommodation under section 504" form and advised to speak to their doctor about their concerns. Once the form is completed by the physician, all information will be compiled and a 504 meeting will be scheduled.

In accordance with the 504 regulations, all pertinent information will be reviewed by the team to avoid error. As required by Section 504 regulatory provision at 34 C.F.R. 104.35(c) the 504 team will draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources will be documented and all significant factors related to the student's learning process will be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. Parents will be in attendance at the meeting and will be part of the decision making process.

If a student is found to be in need of the 504, then a formal written plan will be implemented. All teachers that work with the students will be given a copy of the plan. The information will then be entered into Hyde's Student Information System, PowerSchool. A yearly meeting will be conducted to review each student's 504 plan.

Administration of Medication

Hyde Leadership discourages the administration of medication in the school setting and requests that, whenever possible, medications be administered by the parent/guardian during non-school hours. If your child requires medication while in school, the parent/guardian will need to fill out a Medical Administration Form (504), and this form will need to be completed and signed by a licensed physician. Students should not have prescriptions or other medications in their book bags.

Authorization for Medical Procedures

If your student needs to receive any medical procedure (e.g., nebulizer treatment), please inform the Main Office of the respective school and provide a copy of the Medical Administration Form (504). We will work out a medical administration schedule with the Urban Health Plan Office prior to the beginning of the school year. The Parent/Guardian Consent Form/Physician's Medical Procedure Order must be filled out in order to provide the procedure.

Medical Condition or Concern

It is imperative that the school staff is aware of any medical condition or concern for each student. If it is a sensitive matter, please share it with the Division Director so that we will be prepared to respond to any situation that arises.

Food Allergies

Hyde would like to raise every parent's level of awareness with regard to the food allergic and diabetic children who are in our school. For these students, food can represent a danger and must be carefully monitored. The welfare and safety of all of our students is our top priority. It is the family's responsibility to notify the school of a child's allergies. The family and school team will then work together to develop a plan that accommodates the child's needs throughout the school day. When all parents and school personnel work collaboratively, they can ease the burden of food allergies for the school-age child.

Recess

Children in Grades K-8, weather permitting, will be outdoors for recess every day. As the temperature drops during the winter months please remember that all students can, and generally will, enjoy recess outdoors. Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible. Rest assured, a number of factors, including temperature, wind speed, and precipitation, will go into determining whether outdoor play is appropriate in inclement weather. For example, outside play on a sunny, windless day may be appropriate even when the temperature is below 32 degrees. Likewise, it may not be appropriate for children to go out on a very windy day, even if it's 45 degrees. It is the family's responsibility to alert us to any specific issues your child has related to weather.

II. DRESS CODE POLICY

Because academics and character development are our primary concerns, we want to make sure that students are able to focus on school and are not distracted by what they are wearing or by what their peers are wearing. Students should stand out because of their character, not because of their appearance. Listed below is our uniform policy for each division. These items listed, plus anything that the administration feels is inappropriate or distracting, may also be added to this policy.

Grades K-3 Dress Code

Girls

Girls must wear navy blue skirts, skorts, jumpers or pants. Skirts, jumpers and skorts are to rest no higher than one inch above the knee. Blouses should be white, polo style, with a collar and long or short sleeves. Girls' solid, navy blue cross bow ties are optional for Kindergarten through third grade. Girls should wear white or navy blue socks or tights with brown or black shoes. Cargo pants or pants with side pockets are allowed. No logos or designs on shirts or pants are allowed. Modest jewelry is allowed. Earrings may be worn in ears only. Girls should have natural hair with no cut-ins or designs that might be distracting. Make-up, perfume, or nail extensions are not allowed. Kindergarten and 1st grade students should have an extra uniform and underwear (all with their name on it) kept at school in case of accidents.

Boys

Boys must wear navy blue pants. Pants should fit properly (no baggy clothing) and may not be worn below the waist. A black or brown belt must be worn. Shirts should be white, polo style, with a collar and long or short sleeves. Boy's solid, navy blue ties are optional for Kindergarten through third grade students. Boys should wear white or navy blue socks with brown or black dress shoes (no work boots, Timberlands, no logos words or designs, etc.) No cargo pants or pants with side pockets may be worn. Boys must not wear earrings or other jewelry. Boys should have natural hair with no cut-ins or designs (i.e. Mohawks) that might be distracting. Kindergarten and 1st grade students should have an extra uniform and underwear (all with their name on it) kept at school in case of accidents.

In cold weather, students may wear a navy blue or white sweater. No sweatshirt material and NO HOODIES are allowed. Boots may be worn in foul weather but bringing school shoes to change into is recommended.

Athletic Uniform

Students in grades K-3 can purchase gym uniforms and all athletic wear from Frank Bee's (3439 East Tremont Ave., Bronx, tel. 718-823-9475) or Ideal Department Store (1575 Union Port Rd., Bronx, tel. 718-239-4010) at the beginning of the school year, except for sneakers and white athletic socks, which should be purchased individually. Gym uniforms consist of navy blue shorts or sweatpants with the Hyde logo, navy blue T-shirt and sweatshirt with a Hyde logo, all-black sneakers (with no colors or logos) and white athletic socks. On gym days, boys and girls must wear their gym uniforms to school.

All Students are expected to be in dress code prior to entering the school building. If a student comes to school in violation of the uniform policy, parents will be called. If no accommodations can be made, the student will be sent home.

Grades 4-8 Dress Code

Academic Dress Code for Girls (Fall, Winter, Spring)

- Pants, skirts, jumpers, shorts, and skorts: Girls must wear a khaki skirt, skort, jumper or loose-fitting uniform pants. When pants or skirts have belt loops, a black or brown belt must be worn. Skirts, jumpers and skorts are to rest no higher than one inch above the knee. **No cargo pants/skirts** or pants/skirts with side pockets are permitted.
- Shirts: Blouses should be white, button down, with a collar, and long or short sleeves.
- **Polo shirts are not allowed.** Sweaters must be solid navy blue, khaki, or white (no sweatshirt material and NO HOODIES). No logos or designs are permitted on any clothing, with the exception of Hyde logos.
- Cross bow tie: Girls must wear a solid, navy blue **cross bow tie**.
- Footwear: Girls should wear white or navy blue socks or tights with solid brown or solid black shoes. Heels should be no more than one inch high. In cold weather, solid brown or solid black dress boots may be worn during the school day, but students are encouraged to change into school shoes.
- Jewelry: Modest jewelry – including watches, **one pair** of “quarter-size” or smaller earrings (in ears only), and up to two bracelets – may be worn. Necklaces must be worn inside clothing.
- Other: Students are required to wear their natural/original hair color. No dye, hair cut-in designs, make-up, nor long nail extensions are permitted.

Academic Dress Code for Boys (Fall, Winter, Spring)

- Pants and shorts: Boys must wear khaki uniform pants. Pants should fit properly (no baggy clothing) and must be worn at or above the waist. A black or brown belt must be worn. Cargo pants or pants with pockets on the lower leg are not allowed.
- Shirts: Shirts should be dress white, with a collar, and long or short sleeves. **Polo shirts are not allowed.** Sweaters must be solid navy blue, khaki, or white (no sweatshirt material and NO HOODIES.) No designs, writing or logos are permitted on any clothing, with the exception for Hyde Logos.
- Tie: Boys must wear a solid, navy blue tie.
- Footwear: Boys should wear white or navy blue socks with solid brown or solid black dress shoes (no work boots, Timberlands, etc.) In cold weather, solid brown or solid black dress boots may be worn during the school day, but students are encouraged to change into school shoes.
- Jewelry: Boys are not allowed to wear earrings. Watches *are* permitted
- Other: Natural hair color only; no cut-in hair designs, including Mohawks. No make-up is permitted.

Academic Dress Code for Boys and Girls (Warm Weather)

In late spring, Hyde allows students to follow a dress code that adjusts for the increase in temperature. When the Head of School deems that the Warm Weather Dress Code will go into effect, a letter will be sent home with students specifying the date where students can start following the Warm Weather Dress Code. The following is the Warm Weather Dress Code for Hyde Leadership Charter School. The principle that guides our dress code is always the ethic of looking professional and setting high standards. Please see guidelines below:

Regular academic uniforms are always acceptable.

For females, appropriate warm weather attire includes the following:

- White shirts with a collar; white polo shirts; ties are optional.
- Khaki pants, skirts, skorts, capri pants, walking shorts (tailored to the knee, or no more than one inch above the knee) are acceptable. **(NO cargo clothing, e.g., cargo skirts, cargo shorts)**
- If there are belt loops, belts must still be worn.
- Bare legs are allowed.
- Black or Brown shoes or sandals; toes must be covered and heels must be enclosed or have a strap.

For males appropriate attire includes:

- Collared white polo shirts are acceptable; ties are optional.
- Khaki pants or shorts tailored to the knee, or no more than one inch above the knee) are acceptable. **(NO CARGOS)**
- If there are belt loops, belts must still be worn.
- Jackets and ties are optional.
- Black or Brown shoes or sandals; toes must be covered and heels must be enclosed or have a strap.

Athletic Uniform for Girls and Boys

- Gym uniforms and all athletic wear should be purchased at the beginning of the school year (except for sneakers and white athletic socks, which should be purchased on your own) from:
- *Frank Bee's* (3439 East Tremont Ave., Bronx, tel. 718-823-9475) OR
- *Ideal Department Store* (1450 Metropolitan Ave., Bronx 10462, tel. 718-239-4010)
- Uniforms consist of navy blue shorts or sweatpants with the Hyde logo, navy blue T-shirts and sweatshirts with a Hyde logo, **all-black** sneakers and white athletic socks.
- **On gym days, boys and girls must wear their gym uniforms to school.**

All students are expected to be in dress code prior to passing through the school security check point. Storing uniform clothing in a locker and changing after entering the school is not permitted. If a student comes to school in violation of the Dress Code Policy, parents will be called or the student may be sent home to correct the problem.

Grades 9-12 Dress Code

Students must enter the building each morning in full dress code. Dress code items may be purchased at www.smoothusa.com/hydeleadership.com or at a store of your choosing.

- Solid white, gray or blue collared button down dress shirt, polo shirt or turtleneck
- Solid navy blue, gray or black pants or skirt (jeans or sweats are not permitted)
- Professional knit blue or gray sweaters permitted (solid or patterned). Hoodies are not permitted.
- Colored undershirts or bras should not be obviously visible through shirt
- Button down shirts must be tucked in and underwear/shorts should not be visible
- Socks or tights/knee highs

- Shoes: black, navy, brown, or gray (maximum heel: 1 ½ inch)
- **Sneakers** are also permitted
- Boots are allowed (black, dark gray, navy, or brown)
- Professional ties are optional with button down shirts only
- Students playing on a Hyde athletic team game may wear their team jersey on the day of the game

Principles over rules: Accessories should reflect our emphasis on professionalism and allow for self-expression. Students should be ready for conversations with multiple stakeholders (peers, faculty, parents etc.) about their choices.

Students must be in full dress code upon entering class. Students who cannot (or refuse to) get in dress code will be sent to the Deans Area.

Physical Education (PE) and Performing Arts (PA) Dress Code

Students change in restrooms before their PE or PA class into athletic uniform and change back into dress code after PE or PA. Students may come to school in athletic dress code **ONLY IF THEY HAVE PE or PA FIRST PERIOD—they must change back into dress code after PE or PA. Students should purchase PE uniforms at www.smoothusa.com/hydeleadership.**

III. ATTENDANCE

Regular school attendance is essential to a student's ability to learn and to flourish at Hyde School. Many of the academic classes are sequential in the introduction of skills and require students to learn and master these skills if they wish to be successful later in the class. Frequent and/or prolonged absences on the part of a student seriously hinder his/her ability to learn these skills, along with their ability to be successful, both academically and personally. In addition, students who are late disrupt the classes they enter, which impedes other students' learning. Each student is responsible for his or her attendance, in terms of coming to school and arriving on time. Parental involvement is required to assist the student in meeting this obligation. Both excused and unexcused absences factor into promotion criteria, as all absences cause missed learning time.

Reporting Absences

Parents need to report all absences to the main office of the student's division as soon as the need for absence is known. Additional information will be required for the absence to be excused (see below). If we do not receive notification of the absence in advance, we will call the parents to ascertain the reason for the absence.

Excused Absences

All absences will be reported as unexcused absences unless the school receives the following documentation within 3 days of the absence:

- Doctors note specifying the excused days (a parent note indicating that the child was sick is helpful, but will not count towards an excused absence);
- Religious holidays
- Parent note indicating there is a family funeral – the child will be excused only for the day of the funeral unless extenuating circumstances apply;
- Parent note indicating there is a family emergency – emergencies include house fires, house floods, or incidents of violence in the home. An emergency is defined by the presence of an emergency response team (fire, ambulance, police, CPS, etc...).
- Children are expected to be at school as soon as possible after the situation is resolved; or
- Court documents mandating a court appearance – the child will be excused only for the day(s) indicated on the court documents.
- High School and College Visits: All high school visits must be pre-approved by the college counselor at least 24 hours in advance. Please notify the college office as soon as you have scheduled a visit or are scheduling a visit of a school that is not on their Hyde list. Students need to be at school for any part of the day that they are not on their visit. Once the office has that information, they will excuse the visit.

Unexcused and Long-term Absences

If your child has an unexcused absence, please contact the office immediately and make arrangements with your child's classroom teacher for assignment completion. Depending upon the nature of the illness or emergency, children will be responsible for keeping up with their class work. Excuse notes will be taken for up to three (3) days after the day of absence. Hyde will take the following actions around unexcused absences:

- After 3 consecutive unexcused absences, Hyde-Bronx will follow up with family
- After 5 consecutive unexcused absences, a home visit will take place on the 6th day & ACS will be notified regardless of reason for unexcused absence.
- ACS may also be called when:
 - a suspended student does not return after a period of suspension
 - a special education student does not report to a new placement
 - a student cannot attend school due to immunizations
 - it is necessary to conduct an investigation to confirm residence
 - a student shows signs of being chronically truant
 - requested by the Head of School/ Directors

Accountability for Absences (unexcused and/or excused)

- Hyde will call home every day a student is absent
- After **6** absences, Hyde will call the family and a letter will be sent to the family reminding them of the attendance procedure.
- After **9** absences a family meeting will be scheduled with a member of the division leadership team.
- After **12** absences the family will be called in for a Promotion in Doubt meeting with school leadership.
- After **15** absences the family will meet with the School Director or Assistant Director.
- The student will be recommended for summer school.
- Students **cannot exceed 18** unexcused absences in any given school year. Students who do accrue 18 unexcused absences will be required to attend summer school and may be retained.

Absences around Holidays

Since scheduled holidays and long weekends form natural breaks in the flow of the school year, the days before and after these include some of the most crucial educational experiences of the year. Projects, important culminating activities, and tests are often scheduled immediately before these vacations begin, and new work is often introduced the first day back. For these reasons, attendance before and after holidays is crucial; parents are asked not to take their children out of school on these days.

Tardies, Early Dismissals, and appointments

Parents or guardians are expected to notify the school by telephone and send a signed note of explanation if a student will be tardy or absent. The Main Office opens at 8:00 a.m. Students who are absent will receive a phone call home on the day they are absent, if we have not received a call or message from their parent. The student should submit the note to the Main Office immediately upon entering the building. The administration may request a physician's statement if circumstances warrant.

If your child has an appointment that requires him/her to arrive late or to leave early, the student **must** have a note from a parent. Please notify the Main Office in advance of the student's need to leave school early.

Arrival to School

The school buildings **ARE NOT OPEN to students prior to 7:30 a.m.** Students should not under any circumstances be on school premises prior to 7:30, as there is no adult supervision available at this time. Every day, students are expected to arrive at school between 7:30 and 7:45 a.m. Students who

plan on eating breakfast must arrive by 7:30a.m. **Elementary and High School Students MUST be in class and ready to begin by 8:00 a.m. Middle School Students MUST be in class and ready to begin by 7:55.** Attendance is taken promptly, and students who arrive at class after the door closes at 8:00 will be marked as tardy. Please note that many students in the Hunts Point Middle School must go through metal detectors, and there is often a line; this factor needs to be taken into consideration and students must arrive at school with enough time to go through the scanners and still get to class on time.

Late Arrival

Students must arrive at school before 8:00 a.m. In the elementary school, a parent must accompany the student to school and sign the student in at the Elementary School Office on the first floor. In the middle and high school, students must sign in at the main office. All students are subject to Hyde's tardy policy as defined by the division.

Dismissal

Students are dismissed at 3:10 p.m. on Monday-Thursday. Bus students are dismissed at 2:55 p.m., as buses leave the school at 3:00 p.m. Half days occur each Friday for staff professional development. On these days, students are dismissed at 12:30 p.m. and lunch will be provided. This is a good day to schedule afternoon doctor and dentist appointments.

It is very important that parents follow the early dismissal procedures. This will ensure the safety and well-being of every student. **Each student dismissal request must be made in advance** from a parent or guardian. All notes must be signed, dated, and include a contact telephone number. Please note that any adult picking up a student early from school must come to the appropriate divisional office. S/he will have to show valid, current, state- issued, picture identification and must be listed as one of the contacts on the student's emergency information card before the student will be released to his/her care.

Parents must observe Hyde's school release times. If you will be running late or are unable for other reasons to pick up your child on time, it is your responsibility as the parent/guardian to make arrangements for your child to be picked up **ON TIME**. Last minute phone calls to the school regarding late pick-ups are unacceptable.

IV. ACADEMICS

Goals, Motivation, and Standards

The Hyde Leadership Charter School academic program is designed to challenge, engage, develop, and support lifelong learners. In each classroom, students will be challenged by teachers and peers to go after their best. The teachers will facilitate learning through a curriculum that is geared to helping students become more curious about their academics. Teachers will assist students in:

1. Developing the knowledge, skills, and habits they need to make sense of the world around them; solving problems; and expressing themselves clearly.
2. Developing the character traits represented in the Five Words and Five Principles and the positive attitudes and habits that accompany those traits.
3. Developing the habits that are essential in preparing for successful post-secondary study.

Students are expected to take responsibility for their learning process and to put forth their maximum effort in order to live up to the Hyde definition of curiosity: "I am responsible for my own learning."

The Hyde classroom is a very important arena for character development in which students are asked to consider who they are as learners, what their strengths and challenges are, what attitudes get in the way of their success, and how they will address both these issues. While they learn about academic content, they also learn about themselves. They learn to be persistent, independent, and resourceful problem-solvers.

Hyde is a rigorous college preparatory program with high expectations for student performance and work habits. All high school students receive homework every day. With Hyde's high standard of excellence, students must complete homework as assigned and on a consistent basis. High School students may be asked to stay after school for study hall to complete missed assignments.

Grading at Hyde

Students in grades 4-12 receive two grades quarterly: an achievement grade and an effort grade. Beginning in 2012-13, the Achievement Grade will make up 75% of the Final Grade and the Effort Grade will make up 25% of the Final Grade.

Just as the achievement grade for each quarter includes grades from data distributed throughout the quarter, effort grades include the same. At the end of each quarter, teachers (as well as the student him/herself) use the end of quarter EEMO grading rubric as a final piece of data that is included in all of the data used to calculate the effort grade. (See Addendums)

Achievement Grade

Elementary School Grading Scale

* = Skill Achieved

N = Skill Not Achieved

4 = Exceeds Standards

3 = Meets Standards

2 = Approaching Standards

1 = Not Meeting Standards

Middle and High School Grading Scale

A: 90-100 = Exemplary performance

B: 80-89 = Proficient performance

C: 70-79 = Competent performance D:

65-69 = Very little performance

F: Below 65 = Unsatisfactory performance

GPA Equivalent

A+ (97-100) = 4.0

A (93-96) = 4.0

A- (90-92) = 3.7

B+ (87-89) = 3.3

B (83-86) = 3.0

B- (80-82) = 2.7

C+ (77-79) = 2.3

C (73-76) = 2.0

C- (70-72) = 1.7

D+ (67-69) = 1.3

D (65-66) = 1.0

E/F (below 65) = 0.0

Effort Grade

The EEMO scale is used as a means to promote character development at Hyde-Bronx. "EEMO" stands for Excellence, Effort, Motions (as in "going through the motions") and Off-track. EEMO meetings usually take place once a quarter in middle and high school, and they require students to participate in the effort and attitude evaluations of their classmates and themselves. The meetings offer an opportunity for students to both reflect on and receive feedback about ways they could improve their individual attitudes to help them reach their true potential in the classroom.

Hyde-Bronx values both effort and achievement by awarding grades for each at the end of the marking period. An achievement grade is a conventional average of each student's graded assignments. It reflects the student's academic achievement based on the quality and quantity of the work she completed during the grading period. The effort grade is a reflection of our emphasis on attitude, effort, and work habits. The EEMO rubric indicates what grades are associated with certain levels of effort and attitude. For example, a student who is naturally good at math but does not come to class on time and fails to complete homework assignments might have an 80 average based on her high test grades. This student might get an 80 achievement grade in math, but only a 65 effort grade. Conversely, a student who struggles with math, but works hard, asks questions, and takes the initiative to seek help may get a 75 achievement grade and yet a 90 effort grade.

Report Cards and Progress Reports

Report Cards

The school year is divided into four grading periods after which all students receive a report card with teacher comments. In the High School, students receive a progress report in the middle of every grading period. Students will usually receive a report card in November, February, April, and June. When fees are due (e.g., for lost textbooks, library books, etc.) the student's final report card will not be released until the fees are paid.

Progress Reports (Middle and High School Only)

Progress reports will be sent out midway through each marking period (quarter). The progress report serves as a tool to measure the progress that a student has made halfway through each quarter in both achievement and effort.

Receiving Report Cards

Parents are asked to come to school three times a year for parent teacher conferences to receive report cards. Conferences will be scheduled during the school day and will provide an opportunity for parents to meet with teachers and discuss their student's academic performance. Final report cards will be mailed home.

Academic Integrity Policy

This policy is adapted from the International Baccalaureate Organization (IBO) and the City University of New York (CUNY) policies on Academic Honesty and Integrity.

Hyde Leadership Charter School expects each student to exhibit personal and academic integrity at all times. Each student, therefore, must respect and preserve his/her own work and the work of his/her peers. This applies not only to written examinations but to the authenticity of assessments outside a formal testing environment (e.g. essays, compositions, projects, presentations, homework assignments, etc.).

Each student is responsible for producing authentic work that demonstrates originality and one's pride in the final product. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Sources that are used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged.

Violations of academic integrity typically involve one of three areas: **cheating**, **plagiarism**, and **collusion**.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy work.
- Using notes during an examination (unless permitted by the instructor).
- Submitting substantial portions of the same paper/project/assignment in more than one course without consulting with each instructor.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services or the internet to purchase/download/copy work to present as one's own.
- Fabricating data (all or in part).
- Submitting someone else's work as your own *without* their knowledge.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. Paraphrasing does not simply mean to copy a passage, substitute a few words, and then regard this as the student's own authentic work. When using the words or original ideas of another person, the student must use quotation marks, indentation, or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography/works cited alone. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes/citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Collusion is defined as supporting the academic dishonesty of another student, such as allowing one's work to be copied or submitted for assessment by another. Hyde students are expected to uphold the principles of **Truth and Brother's Keeper** at all times; assisting another student through collusion or cheating does not help him/her achieve his/her best, and we would expect the student asked not only to decline, but to challenge the student asking to turn himself/herself in for attempting collusion. The following are some examples of collusion, but by no means is it an exhaustive list:

- Unauthorized collaboration on a take home assignment or examination.
- Giving assistance to acts of academic misconduct/dishonesty.
- Submitting someone else's work as your own *with* their knowledge and/or assistance.
- Copying from another student during an examination or allowing another to copy your work.
- Offering or receiving compensation to complete work for someone else.

Consequences

- At a minimum, a student who violates the above policy will receive two "F's" for the assignment. The student who hasn't been honest about his/her own work must completely redo the assignment in order to replace one of the two "F's," but the initial "F" stands and is factored into his/her class average.

- In the case of essays, compositions, take-home exams, projects, presentations, and other homework assignments, the student **from whom** the other student “borrowed” will retain his/her original grade but also have an additional “F” for that assignment factored into his/her average. In other words, both parties involved in the act of collusion are considered dishonest, even if it is revealed that one student completed/submitted the assignment before the other. Each student must protect his/her own work so that the acceptable act of collaboration does not turn into the unacceptable act of collusion.
- Cheating of any kind on a test or quiz will result in an “F” for that exam. No make-up exam will be granted and the “F” is factored into the class average.
- Any high school student who is dishonest about his/her work or who participates in collusion may jeopardize his/her chance of receiving a letter of recommendation from the teacher of the course in which it happened.
- The reason behind the academic dishonesty will be addressed by School Deans on a case-by-case basis, and further accountabilities that address the reason may be given.

Elementary School Promotion

Students in the elementary school must demonstrate grade-level proficiency, as measured by class work and a variety of different assessments, to be advanced to the next grade level. Failure to meet standards during the school year or excessive absences may result in mandatory summer school participation and possible retention.

At the end of the school year, discussions take place among grade-level teachers and members of the Student Support Team to determine the placement of students for the following year. The criteria for placements include learning style, social dynamics, and personality. Children are assigned to the teacher and group in which it is felt they will be most successful. Parents are notified of these placements by mail before the start of the school year.

A great deal of thought and care is put into the placement process. Homeroom teachers, specials teachers, intervention teachers and administrators all collaborate in the placement process. Our objective in determining class lists is to best meet each child’s needs, with the overall goal of creating balanced classes. If a parent has a significant issue regarding class placement for the following year, he/she is asked to make an appointment with the Director to discuss his/her concerns prior to the beginning of May. It may be that it is impossible to honor parental teacher requests unless there are extenuating circumstances.

Middle School Promotion

Students in Middle School must pass all of their full year courses to move on to the next grade. This assures that they have mastered material required to prepare for high school as well as the standards established as critical by the State.

A comprehensive student assessment system, aligned with established State and City performance standards will be used on an ongoing basis to measure student progress toward meeting standards.

Factors informing promotion and retention include standardized tests, performance-based

assessments, ongoing assessment of student work, teacher observation and professional judgment, and attendance records.

Students are expected to work toward accomplishing the learning goals set for them and will, as necessary, bring their work up to standard through their own efforts on the basis of informed feedback and support from their teachers, and by the use of available resources. Students will engage in class work, homework, and all learning activities required to meet academically rigorous and challenging content and performance standards.

A student may be retained if meeting one or more of the following criteria:

- Failing one or more class for the year (average below 65*)
- Is below grade level in reading and/or math
- Accumulating 18 or more absences
- Reading two or more levels below grade level* (as determined by NWEA MAP assessment)

***Promotion for Students with Disabilities whose IEPs Specify a Modified Promotion Standard**

When the IEP Team has specified a modified standard on the IEP for the students described herein, the modified standard will be applied, and the procedural components of this regulation will be applicable.

High School Promotion and Graduation

In our mission as a college-preparatory school, Hyde-Bronx expects its students to exceed minimum state requirements, which are listed below:

- One credit is earned per semester for each full-time course that receives a passing grade of 65 or higher.
- 44 Credits are needed for a NYS diploma.
- A specific amount of credits are needed in each subject area.
- Passing 5 core Regents exams (65 or higher) is required for a diploma. For additional information see the [Graduation Requirements List](#).
- Promotion Criteria:
 - 10th Grade = 8 Credits
 - 11th Grade = 20 Credits (4 in Eng., 4 in Soc. Studies)
 - 12th Grade = 30 Credits

SUBJECT	CREDITS	Required Regents Exams for Graduation	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	Comprehensive English	
MATHEMATICS	6	Integrated Algebra	Geometry <i>and</i> Algebra 2/Trigonometry
SCIENCE	6	Living Environment	Chemistry <i>or</i> Physics

SOCIAL STUDIES	8	Global History & Geography U.S. History & Government	
HEALTH	1		
THE ARTS	2		
FOREIGN LANGUAGE	2		LOTE Exam
PHYS. ED.	4		
ELECTIVES	7		
	TOTAL: 44	TOTAL: 5	TOTAL: 9

Summer School

Academic Summer Session

Hyde Middle School may require academic summer school for students who have failed to meet the grade level requirements for promotion in specific courses. A student may be recommended for summer school if s/he:

- has an average of less than 75% in any subject
- has more than 18 absences
- is below grade level in reading or math
- has been recommended by the Director

Students must take review courses which focus on critical skills and concepts that students must master in order to be successful. These courses are not designed to be credit courses and do not replace the regular school year courses. Instead, they include narrower, more focused curriculum that targets individual student skill needs and emphasizes student attitudes, work habits, study skills, and organization.

Important Notes about Academic Summer School

It is strongly recommended that all students with Individual Education Plans (IEP's) attend summer school. In some cases, students who failed during the regular school year with marginal grades in Math and Reading/English may be promoted based on successful summer session experiences.

Summer Bridge

Summer Bridge is an orientation program that serves to prepare incoming 9th graders needing additional support in Math and English for the challenges of Hyde Bronx High School.

After School Programs

After School Programming varies year-to-year and may include, but is not limited to the following:

Academic After School:

In 4-8, Academic After School is offered on Mondays, Wednesdays, and Thursdays from 4:15-5:30 to those students identified as needing extra support. Students may be asked to attend because of one or more of the following reasons: promotion in doubt students from prior year, summer school students from prior summer, students who are below grade level in math or reading, or teacher recommendation. Initially students who are recommended for the program will receive a letter indicating the strong suggestion that they attend. Families that are interested in having their students attend the program, but have not been invited, are asked to call and speak with the after school coordinator.

In Grades 9-12, Period 9 Office Hours take place Monday, Tuesday, Wednesday, and Thursday from 3:15- 4:00 PM.

V. CO-CURRICULARS

Athletics

Sports reinforce and teach many of the core principles that Hyde hopes to instill in our student body. Sports encourage students to go after their “personal best,” and are an excellent opportunity to develop and test strength of character. We understand and expect that this will be difficult and challenging, but hope to build a winning attitude that will result in success both on the athletic field, and in life.

“Attitude and Effort” include, but are not limited to, the following:

1. Attendance at practice and games
2. Participation
3. Work rate and effort
4. Commitment to personal and team best
5. Behavior
6. Sportsmanship: respect for coaches, teammates and opposition

Sports participation is a requirement of all students at Hyde Leadership Charter School.

We believe that participating in sports reinforces many of the core principles that Hyde hopes to instill in our students. Athletics provides an excellent opportunity to develop and test strength of character.

Hyde-Bronx understands and expects that sports will be difficult and challenging for many students. We encourage them to go after their “personal best.” We strive to build a “winning” attitude in every student that will lead to his or her success in life, both on and off the athletic field.

Elementary School Clinic Series:

- T-Ball (Co-ed)
- Jr. Soccer (Co-ed)
- Cheerleading (Co-ed)

Hyde-Bronx offers eight sports for middle school students. Prior to middle school graduation, each student must successfully participate on one of the following sports teams:

- Girls Basketball
- Boys Basketball
- Girls Soccer
- Boys Soccer
- Girls Softball
- Boys Baseball
- Girls Track
- Boys Track

Hyde-Bronx offers twelve teams and one club for High School students. Prior to graduation, each student must successfully participate in two seasons of competitive Athletics in one of the following sports:

- Hyde Women's Varsity Soccer
- Hyde Men's Varsity Soccer
- Hyde Women's Varsity Basketball
- Hyde Women's Junior Varsity Basketball
- Hyde Men's Varsity Basketball
- Hyde Men's Junior Varsity Basketball
- Hyde Varsity Baseball
- Hyde Junior Varsity Baseball
- Hyde Varsity Softball
- Hyde Junior Varsity Softball
- Hyde Women's X- Country

All Student- athletes must read and abide by the *STUDENT-ATHLETE ELIGIBILITY RULES AND REGULATIONS* provided to them by their coach at the beginning of the season. High School student-athletes are encouraged to apply to the N.C.A.A. eligibility center if they are interested in competing in Division 1 or 2 college athletics.

Student-Athlete Eligibility Rules and Regulations:

1. The Eligibility Rules and Regulations shall apply uniformly to all high school students at Hyde Leadership Charter School
2. The Principal and the Athletic Director shall be responsible for the examination of records to determine a student's eligibility in all sports. These records shall be subject to an audit by the League.
3. A student is eligible to participate in interscholastic sports program immediately upon lawful registration and entry into a New York City Public Charter High School that offers such a program, provided the student meets the standards as set forth by the Eligibility Rules and Regulations, with the following exceptions:
 - a. Any transferring student who was on an active roster at a public high school at any time during the year prior to the date of transfer, shall be ineligible to represent the school transferred to, in that sport, for a period of one year from the date of transfer, unless the student can demonstrate that the transfer is the result of an official change of residence by his/her parents or legal guardians or the result of a legal change in guardians.
 - b. If a student was on a team's active roster in a sport in any high school (public, parochial or private), that student may not participate in the same sport during the same season, for any other team.
4. A student may participate on one or more teams but only for the school in which he/she is a full-time student.
5. An athlete may only participate on one team per sports' season (Fall, Winter and Spring). This rule shall not prevent a student from giving up one sport and competing in another sport in the same season. However, the athlete must drop off the team prior to the second scheduled league contest in order to be allowed to transfer teams. If he/she does so, he/she may not return to compete in the first sport during that school year. When two sports are overlapping, a student may represent his/her school in only one of the sports. If a season is lengthened due

to post-season play, a student- athlete may receive credit for 25% of the practice requirements needed to compete in the second sport (as specified in the *League Sports Standards for Interscholastic Competition*).

6. Eligibility of any student to compete in a postponed game shall be determined as of the date on which the game is actually played.
7. A student must comply with the City-wide Standards of Disciplinary and Intervention Measures.
8. A student who is enrolled in the sports program must comply with each of athletic eligibility requirements with respect to the timely submission of completed medicals and parental consent forms, academics, age, attendance, and good citizenship.

Scholastic Eligibility:

9.1 The 4+1 Rule-A student must pass four credit bearing subjects (not four credits) and physical education, if taken, in the most recent final marking period (January or June). An eligible student-athlete must pass four credit bearing subjects and physical education the marking period closest to December 1st or April 15th to continue his/her eligibility. Schools on cycle marking systems shall use the final grade of the cycle closest to January 31st and June 30th for determining final grades at the end of the term. Schools on cycle marking systems shall use the grades of the cycle closest to December 1st in the fall term and April 15th in the spring term for gaining or maintaining eligibility.

9.1 (a) Entering freshmen (first year in grade 9) are academically eligible until the 2nd report card is issued. Supports and academic probation should be left in the hands of the Dean of academics or an equivalent position for concrete accountability.

9.2 If two Physical Education classes are taken, at least one must be passed.

9.3 The date all report cards are issued in a school at the end of a marking period shall be the official date for determining eligibility.

9.4 At least three of the five subjects passed must be major subjects (English, Mathematics, Social Studies, Foreign Language or Science).

9.5 Student may substitute one non-credit remedial class for which a passing grade has been given for one of the minor subjects in the 4+1 rule

9.6 The 8 Credit Rule-A student must accumulate a minimum of eight credits (not including physical education) for the two semesters prior to the eligibility period. Night School, Summer School and P.M. School are included in this calculation. This rule will be in effect beginning with a student's third semester in high school.

9.7 When evaluating athletic eligibility for 9th or 10th grade students programmed for 90-minute double periods in Literacy and Mathematics, Athletic Directors can count each passing double period as 2 subjects toward the 4+1 rule and 2 credits toward the 8 credit rule.

9.8 When a student has completed the requirements for graduation, the student may substitute any credit-bearing course offered by the school in place of the subjects listed in 9.4.

9.9 A student in his/her final year may take fewer than four classes and physical education provided that the classes taken are the only ones needed to fulfill graduation requirements.

9.10 Requirements for credit-bearing coursework are waived for special education students participating in alternate assessments. All other eligibility requirements apply.

9.11 Scholastic eligibility at the beginning of each term shall be determined by the final grades of the previous term. Grades that are earned in summer school, and accepted by the home school, shall be counted as grades for the previous June. If a student is registered in a PM school or an evening school, only the final grade is used for eligibility.

9.12 A student who is ineligible may become scholastically eligible by passing four credit bearing subjects (not 4 credits) and physical education during the marking period closest to December 1st and April 15th, exclusive of the first marking period in the fall and spring terms when three marking periods are used per term, provided a student fulfills the 8 credit rule requirements listed in 9.6.

9.13 In non-traditional high schools, a student must pass subjects equated to Math, English, Social Studies, Science, Foreign Language and Physical Education (4 academic subjects plus 1 Physical Education). These requirements are needed in order to maintain and/or establish eligibility for participation on a interscholastic team. Evidence of meeting these requirements must be shown on the report cards issued closest to the following dates: December 1st, January 31st, April 15th and June 30th. The date the evaluations are issued in the schools shall be the official date for determining eligibility.

9.14 A scholastically ineligible student may practice with the team as an incentive for him/her to establish eligibility. Any student who is scholastically ineligible at the start of the season, or becomes scholastically ineligible, may practice with the team provided the student is on the roster as "Inactive". If a student cannot reestablish eligibility by the end of the season, the student is not permitted to practice with the team. All athletes listed on the roster, as inactive, may not participate in scrimmages, non-league games or regularly scheduled games.

Attendance Requirements:

10.1. At the end of each marking period a student must achieve, at a minimum, 80% attendance for that marking period in order to be considered for athletic eligibility. The 80% minimum attendance requirement refers to attendance in school and not to attendance in specific classes. *The 80% attendance requirement is not cumulative.*

10.2. A student must be present in school and must attend all assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out on that day. Exceptions to this rule may be granted by the school Principal on a case by case basis. *Bona fide* medical absence documented by a physician's statement is an exception. Absence due to the death of a father, mother, grandparent or sibling may be approved to a maximum of five school days based upon the submission of documentation to the school Principal. Absences due to court appearances may be approved upon submission of documentation to the school Principal.

10.3. A student with less than 80% attendance at the end of any marking period is ineligible, but can establish attendance eligibility when the next report card or evaluation is issued.

10.4. student who has been declared ineligible for failure to meet the 80% minimum attendance requirement and who establishes eligibility when the next report card is issued must maintain a minimum of 80% attendance for every consecutive ten-day period of required school attendance following the issuance of said report card for the duration of the term. When a student fails to meet this requirement, he/she immediately becomes ineligible for the remainder of the term. Eligibility for the subsequent term is based on the 80% minimum attendance requirement set forth in section 10.1.

Suspended Students:

Suspended students are not eligible to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out during the period of their suspension.

Age/Grade Eligibility:

11.1. A student shall be eligible for high school athletic competition in a sport for up to four consecutive seasons beginning with his/her entry into the 9th grade.

11.2. A student shall be eligible for varsity competition in grades 9, 10, 11 and 12 until his/her 19th birthday. A student who attains the age of 19 on or after July 1 may continue to participate during that school year in all varsity sports.

11.3. A student shall only be eligible for junior varsity competition in grades 9 and 10 until his/her 17th birthday. A student who attains the age of 17 on or after July 1 may continue to participate during that school year in all sports.

11.4. A student may not represent a high school as a freshman in athletics later than one year from the date he/she enters high school; as a sophomore later than two years from the date he/she enters; and as a junior later than three years from the date he/she enters.

11.5. The date a student is enrolled in the ninth grade is used for the purpose of determining athletic eligibility. Enrollment for any part of a semester counts as a full semester of athletic eligibility.

11.6. If a student has graduated from any high school, or equivalent thereof, he/she may not represent any New York City Public School at any time.

Ineligible Student Penalties:

13.1 For team sports, if an ineligible student is listed on the roster as *active*, and/or participates in any interscholastic contest, the team with the ineligible player shall forfeit the contest with the following exceptions:

13.1.1 When an ineligible student is discovered after the terminal date of scheduled league competition (regular season), the student shall be removed from the team without forfeiture of the contest.

13.1.2 If the offending team has gone on to compete in the playoffs they will forfeit their last playoff contest (including the championship).

13.2 For individual sports (Swimming, Track & Field, Gymnastics, Wrestling and Fencing), if an ineligible student is listed on the roster as *active*, and/or participates in any interscholastic contest, only the score(s) of the ineligible student will be disallowed.

Amateur Status

A student who represents a school in an interscholastic sport shall be an amateur in that sport. An amateur is one who engages in athletic competition solely for the physical, mental and social benefits. A student shall forfeit amateur status by:

1. i) Competing for money or other compensation. Allowable travel, meals and lodging expenses may be approved.
2. ii) Receiving an award or prize of monetary value as a result of participation in an event that has not been sanctioned by the New York State Public High Schools Athletic Association.
3. iii) Capitalizing on athletic fame by receiving gifts of monetary value. Scholarships to institutes of higher learning are specifically exempted.
4. iv) Signing a professional playing contract in a sport.

Eligibility Review Committee:

14.1. When a student's eligibility is questioned, the school's Principal shall be requested to verify the student's record. All evidence prepared by the Principal in regard to the student shall be submitted to the Committee, which shall have full power to make a decision in regard to the student's eligibility for participation in the New York City Public Schools Athletic League program.

14.4. If sufficient evidence is presented by a school Principal to the League to show that a student's failure to enter competition in a sport during one or more seasons due to illness, accident, or other such circumstance beyond the control of the student, the student's eligibility may be considered for extension provided that the student meets the age and academic requirements for participation. Academic failures that result in a student's need for a 5th year in school may not be beyond the student's control and therefore may not be grounds for eligibility.

14.5. The decision may be appealed to the commissioner for a final ruling.

Performing Arts

The Hyde Performing Arts Program is designed to challenge each student to explore and unleash his/her hidden talents. Every student participates in one of six areas: Acting, Dance, Vocal, Sound and Lighting, or Art. The program motivates students to look more deeply in order to find a piece of themselves they may have been unaware of. The curriculum includes development of performance

skills and culminates in the creation and production of a community-wide show.

Participation in the Performing Arts Program allows students to experience character growth by testing courage and humility, providing leadership opportunities, and encouraging self-discovery and creative expression. Students are taught the basic techniques of Acting, Dance, and Vocal Music by dedicated and experienced teachers.

The program emphasizes effort as opposed to aptitude or ability. Students are encouraged to take risks rather than focus on performance. We expect positive and productive attitudes from all students, and intend to present meaningful and entertaining performances three times per year. The learning objectives for performing arts students are outlined below.

Objectives for Learning:

- 1) Growth in self-confidence through public performances
- 2) Structure and discipline in an active learning environment
- 3) Community building through common experience
- 4) Stretching student comfort zones
- 5) Creation and presentation of a finished work
- 6) Self and Cultural expression

Indicators of a student's "Attitude and Effort" include, but are not limited to, the following:

- 1) Attendance at rehearsals and shows
- 2) Participation
- 3) Work rate and effort
- 4) Commitment to personal and team best
- 5) Behavior
- 6) Sportsmanship: respect for faculty/staff and peers

Community Service

Community Service at Hyde serves as a vehicle for change and character development in a number of ways. The purpose of any service organization is to give students an opportunity to get involved in improving their community. At Hyde, participating in service not only gives students opportunities to better their own neighborhoods, but also exposes them to larger societal issues, allowing them develop a connection to and concern for those issues. Moreover, by volunteering, students are often able to learn more about themselves.

Our program includes hands-on service, as well as critical reflection periods and conversations. Students have the opportunity to become involved in service in a number of different ways. All high school students must complete 100 hours of community service to be promoted to the next grade.

VI. HYDE ACTION-REFLECTION

Hyde Leadership Charter School is a college preparatory school that not only prepares students academically, but it is also committed to developing each student's unique potential. Our belief is that by requiring students to participate in our programs, providing them with opportunities to reflect on their lives and personal growth, involving the family in the growth process, and challenging them to take risks, we will prepare students to be strong people of character. A key part of all Hyde activities is an emphasis on best effort and attitude. Our belief is that we must identify our productive and unproductive attitudes and learn how to prevent the unproductive attitudes from getting in the way of working towards excellence in all areas of our lives.

Although our entire program addresses character development, there are some specific aspects of our program that focus exclusively on helping students to gain insight into their standards, values, strengths and weaknesses. These programs fall into a category that we call Action/Reflection.

Hyde Leadership Charter School students will at various times be involved with the some or all of the following:

1. Discovery Group
2. Journaling
3. School Meetings
4. Concern Meetings
5. Adventure Education
6. Showcase
7. Dean's Area

Discovery Group

Each student will be assigned a discovery group. A discovery group is a structured forum for communication among students, their peers and at least one faculty member. It is designed to encourage students to take responsibility for their personal growth and learning through consistent reflective exercises that guide them toward an honest and clear understanding of themselves; offer opportunities to reflect on how their attitudes impact their lives and others; and address concerns and issues that may interfere with their learning and their family relationships. Parents and faculty members also participate in discovery group exercises for their personal growth. Discovery Groups follow monthly themes that incorporate an emphasis on the five words and principles.

Journaling

Journaling is a reflective activity that can be done as an exercise unto itself or as part of a seminar. The goal of journaling is to take time to reflect on our feelings and experience of the world around us. The questions are generally focused on one particular topic. The Hyde School words and principles are often the focus of the questions. Sometimes the questions include time to journal on whatever is most present in our minds. At Hyde School, part of the goal is to respond to the questions, but also to share with and/or hear from other people (students and faculty) in the community.

School Meetings

School meetings are a critical part of our program. They provide a forum for conversation about what is happening in the school, offer an opportunity for all members of the community to express

themselves publicly, and help students and faculty to develop a sense of community. All members of the school community participate in meetings. Discussions provide constant reminders that we are all teachers and students. We continue to gain insight and an understanding of our world by actively engaging in open conversations with other members of our school community.

Adventure Education

During a student's career at Hyde Leadership Charter School, there will be a variety of opportunities to accelerate learning and personal insight by participating in solo and group initiatives as part of the adventure education program. Experiences such as hiking, group problem-solving, field initiatives and ropes courses will allow students to surpass their perceived limits. These actions, along with reflection will provide learning opportunities for students to transfer to their school and home environments. Students will develop trust, and enhance skills necessary for problem solving, critical thinking, leadership, communication and teamwork.

Showcase

Hyde Middle School students participate in a Showcase once each year in which several Discovery Groups join together to create a song and dance number related to a Hyde word or principle. Throughout the rehearsal process, students and their leaders work to incorporate the words and principles into the rehearsals, with a great emphasis put on Courage, Brother's Keeper and the Priority, *Effort Over Achievement*. Following the rehearsals that take place during Discovery Group and School Meeting time, groups perform for family members during a Family Day or Parent Discovery Night. The performance includes an interview that helps students and audience reflect on the larger lessons of character that can be learned through Showcase.

All students are expected to attend the Showcase performance, and parents/guardians are strongly encouraged to attend the performance to support the students. If a conflict arises, students must inform their leaders as soon as possible. An alternate performance requirement may be given to students who do not attend their Showcase.

Dean's Area

The purpose of the Dean's Area is to work with students, parents, and teachers as a support system assisting them in the process of self- discovery. The Dean's Area is a place where discipline is enforced and students are encouraged to focus on both attitude and behavior. It is a place where students come when they are not fulfilling the standards of personal or community excellence.

The vision of the Dean's Area is to help all members of the community engage their conscience in looking at themselves and their issues. The Dean's Area, along with the entire community, works to maintain integrity and set high standards for the school so that we, the community, are able to grow as a safe, challenging, and trustworthy environment. It is only through such high expectations that we can create a community where learning and character growth can flourish.

Based on our assessment of the discipline issues, we have created a process of action and reflection consistent with Hyde schools. Students are expected to cooperate with the action and reflection process. Action/Reflection is used on a daily basis in the Dean's Area. The individual student is given time to recognize unproductive as well as productive attitudes and behaviors. The Dean's Area encourages students to seek ways of improving those unproductive attitudes or behaviors that may discourage them now and in life as they grow to develop their own unique potential.

The beginning of the Action/Reflection cycle starts when a student is given a referral form that is filled out by a staff member. The referral states a concern for that student. Each student who is sent to the Dean's Area is given a basic writing assignment, which asks for specific details about the student's situation. For example, students may be asked to write about their role in the situation, what they could have done differently, list any witnesses, and what accountability they would recommend for themselves.

The student meets with a Dean to discuss the specific matter and receives feedback based on the writing assignment and attitude that is displayed at the time. The Dean decides on the appropriate accountability depending on the magnitude of the circumstances and previous incidents. The Dean will involve the Director or Executive Director if necessary.

Accountability is a part of the action and reflection process. There are times when students voluntarily choose to reflect on their situation aloud during discovery group, school meeting, sports practice, with parents, in the academic classroom, one-on-one discussions, etc. Students generally share how their life may have benefited from the specific learning experience.

There are many levels of accountability for students. They are designed for the student to reflect on his/her own attitude and behavior. Accountabilities may include, but are not limited to, the following:

- **Writing Assignments**
- **Peer Conferences:** Students and staff may call a conference at any time to discuss an issue with another student or staff member
- **Parent Conferences:** Any student who fails to abide by the community standards of excellence or personal standards of excellence may have his/her parents contacted by a staff member to schedule a conference. Students who are suspended cannot return unless a parent conference has taken place. Conferences will be held before or after school hours; however, we will be flexible depending on the work schedule of the parent/guardian.
- **Community Service:** Some examples are assisting with the beautification of the school grounds, assisting a teacher with classroom assignments, and cafeteria clean up.
- **Individualized Student Talk:** Students may be asked to speak with specific students or faculty members in the Hyde community with whom they must have individual conversations. These are usually follow-up conversations after an incident, or are related to an area of growth that the student is currently demonstrating, such as courage, integrity, or leadership.
- **Addressing the Community:** Students who have been suspended from school may have to address the community about why they were suspended, what was learned from this experience, how they can make improvements, and commitments that the student has set for him/herself. The community listens to the student and offers feedback based on own personal experience or relationship with the student. Students may also address the community for other reasons.
- **Concern Meetings:** Concern Meetings consist of a panel of students, teachers, administrators and staff. If there is a particular student who has not been going after his/her best, anyone in the community can suggest a concern meeting. A student could

call a meeting for himself or herself if necessary. The concern meeting takes place in a designated room. All attendees sit in a circle, and the student who received a concern meeting opens the meeting by discussing his/her current struggles and/or reasons holding him/her back from going after his/her best. The attendees offer their concern to the student during the meeting, and at the end, the student says what s/he learned in the meeting and sets goals that must be met.

- **Extended Stay:** At times a student will need to spend an extended stay in the Dean's Area depending on his/her ability to proceed with the action and reflection process.

Hyde Leadership Charter School is a family-oriented school, and operates best when parents build a partnership with the school grounded in respect, support, and trust. Parent support is very necessary and important when assisting struggling students. Home is the primary classroom, and parents/guardians are the primary teachers and role models. Therefore, if the parent displays a positive and optimistic attitude, the student's attitude will soon follow. It is essential for parents to maintain open communication with the school both while students are struggling and when they are excelling.

VII. STUDENT SAFETY AND DISCIPLINE

Student discipline is fundamental to learning at Hyde-Bronx. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure environment in which to learn. It is the policy of Hyde-Bronx that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all students.

Students will be subject to disciplinary action if they engage in prohibited conduct either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from a Hyde-Bronx campus, whether on foot, or via train, bus, or car. Such disciplinary action may include but not be limited to the following measures: suspension, expulsion, and/or exclusion from school and all school sponsored activities. Students may also be disciplined for conduct committed away from school property and outside school hours if, for example, the conduct is detrimental to the best interests of Hyde-Bronx, adversely affects overall school discipline, and/or results in a criminal charge or conviction. Hyde-Bronx shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

The Dignity Act: Anti-Harassment, Anti-Intimidation, and Anti-Bullying Policy

No student shall be subjected to harassment, discrimination, or bullying by employees or students on school property or at a school-sponsored function. No student shall be subjected to discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex.

Each of the three Divisions has a designated Dignity Act Coordinator responsible for ensuring compliance with applicable laws and regulations related to harassment, intimidation and bullying. This includes investigating allegations and submitting timely and accurate reports to the State.

Harassment

The Dignity Act (Education Law §11[7]) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse, includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex.

Bullying

Bullying has been described by the United States Department of Education (USDE) as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, in places like a playground or bus while a child is traveling to or from school, or on the Internet. According to the USDE, bullying generally involves the following characteristics:

- An Imbalance of Power: Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- The Intent to Cause Harm: The person bullying has a goal of causing harm.
- Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

Hazing

The Penal Law defines hazing as a person intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury (Penal Law §120.16).

Under the Penal Law, it is also considered hazing, even when physical injury does not occur, if a person intentionally or recklessly engaged in conduct during the course of another person's initiation into or affiliation with any organization, which created a substantial risk of physical injury to such other person or a third person (Penal Law §120.17).

Bill of Rights and Responsibilities of Students: This will be publicized and explained to students every year.

Students have the right to feel safe and respected at Hyde – whether in class, in the hallways, on the bus, on the playground, or even in after school activities. Hyde students have been taught how to use the Peace Path (in elementary school) or conferencing (in Middle & High School). However, sometimes students need the help of an adult when it's too hard to work something out on their own. A Hyde student should not feel like another student or teacher is harassing, intimidating, or bullying him/her to the point where it is hard to learn or concentrate. A Hyde student should not have to listen to threats that would cause him/her to fear for his/her physical safety in the school building. Comments or actions that make students feel uncomfortable about things like their skin color, weight, country they're from, way they speak, sexual orientation, religion, or how they might learn differently or have a physical disability are not allowed. If any of these words or actions have happened to a student, he/she should talk to or write to a Dean of Students, his/her Discovery Group Leader, or any other faculty member with whom he/she feels comfortable. The claim will be taken to the Dean of Students and taken very seriously. The student is also encouraged to talk to his/her parents about the situation so that school staff can work with the student and parents to make the student feel safe in school.

Investigating and Responding to Allegations of Staff-to-Student Harassment and/or Student-to-Student Harassment

Staff who know or reasonably should know of possible harassment, must take immediate and appropriate action to investigate or determine what occurred and then make a report to the Dean of Students. If the faculty member and/or Dean of Students determines that harassment has occurred, they must take prompt and effective steps reasonably calculated to end it, eliminate any hostile environment, and prevent it from reoccurring. Staff must further understand that these steps must be taken (1) regardless of whether the student, who is the object of the harassment, makes a complaint, asks the staff and/or school to take action or

identifies the harassment as a form of discrimination and; (2) even if the misconduct is also covered by Hyde's policy. Disciplinary measures will be invoked as appropriate to address incidents of discrimination and/or harassment.

Prohibited Student Conduct

The following infractions are subject to correction or disciplinary action and include but are not limited to the following:

1. Bomb/facsimile possession or bomb threat
2. Arson, explosions, use of fireworks
3. Criminal mischief, including discharging fire extinguishers or setting off a false alarm
4. Possession and/or use of any type of weapon, including but not limited to loaded or
5. unloaded firearms, knives, razors, defensive weapons (i.e. gas repellent, mace, pepper spray), martial arts devices or any other tool or instrument which school administrative staff could reasonably conclude are capable of inflicting bodily harm (i.e. blackjack, chain, club, pipe, studded bracelet, brass knuckles, etc.). This includes replicas, toys, and fakes
6. Possession and/or use of drugs or alcohol; misuse of prescription or over-the-counter drugs
7. Harassment (see aforementioned definition)
8. Bullying (see aforementioned definition)
9. Hazing (see aforementioned definition)
10. Robbery or theft
11. Abuse of or destruction of property/vandalism
12. Fighting another student, on or off campus, within or outside the school day
13. Unsafe behavior (including, but not limited to horse-playing, running in the building, being disruptive during an emergency drill)
14. Imposing physical harm to a student or staff member (includes unwanted physicality such as kicking, pushing, hitting, spitting, or biting)
15. Unwanted physicality (including, but not limited to, kicking, pushing, hitting, spitting,
16. or biting)
17. Vandalism/graffiti
18. Sexual activity (consensual)
19. Sexual harassment
20. Sexual assault
21. Possession and/or distribution of pornographic material
22. Gang-related incidents and/or evidence of gang affiliation (including, but not limited to, engaging in gang-related activities, gang-related graffiti, evidence of gang-affiliation, the writing of anything gang-related)
23. Gambling
24. Violation of students' or staff's personal property.
25. The commission of any misdemeanor or felony
26. Disrespect (including, but not limited to, eye-rolling, teeth sucking, disrespectful non-verbal behaviors, gossiping, teasing, hurtful language, obscene language or gestures, profanity)
27. Computer abuse and/or use of computers for non-school related use, including viewing or accessing prohibited sites
28. Violation of privacy

29. Continuous engagement in conduct which disrupts school or classroom activities and culture or endangers or threatens to endanger the health, safety, welfare, or morals of
30. others
31. Trespassing on school property while school is not in session
32. Dress code violations
33. Dishonesty/Lying (including academic dishonesty: plagiarism/cheating/forgery)
34. Perpetual tardiness to school/class/activities; cutting school/class/activity; truancy
35. Leaving the classroom, school building, school property or school-related or sponsored activity without permission
36. Insubordination (including, but not limited to running away from a staff member, refusal to follow directions, refusing accountability)
37. Bringing prohibited electronics (e.g. phones, iPods, MP3 players, etc.) into the building
38. Encouraging or assisting another to commit any of the foregoing infractions
39. Any threats to commit any of the above infractions

Any other conduct that the student knew or reasonably should have known was prohibited that warrants discipline based on the review of the Head of School

Hyde Leadership reserves the right to confiscate drugs, alcohol, tobacco products, lighters, incendiary devices, weapons, etc. immediately upon discovery. Furthermore, students who bring firearms to school will be subject to disciplinary action in compliance with the stipulations of the Safe and Gun-Free School Act.

Suspensions

In-School Suspension

In-school suspensions may be issued as deemed necessary for unacceptable and/or inappropriate behaviors and attitudes. In-school suspensions will not exceed three days. Students will be provided with schoolwork and will have an opportunity to do it during the day and may also do community service within the school to offer something back to the community.

Out-of-School Suspension

Out-of-school suspension can be issued to any student at any time as deemed necessary for unacceptable and/or inappropriate behaviors and attitudes. Students and families are entitled to due process. For out-of-school suspensions of 10 days or fewer, due process protections shall include, at a minimum, oral or written notice of the charges and, if the student denies the charges, an explanation of the evidence and the opportunity to present his/her side of the story. For out-of-school suspensions in excess of 10 days, due process shall include, at a minimum, the procedures explained under "Expulsion Process" below. Students placed on out-of-school suspension will be removed from the community and until they are ready to work within it and respect, follow, and honor all policies and procedures. Beginning on the fourth day of an out-of-school suspension, students will receive alternative instruction. Students may also be subject to alternative placement. A parent conference is mandatory before a student returns to school. After having a conference, the student is expected to complete a writing assignment and speak with at least three people of the community to address his/her negative and positive attitudes and behaviors. Students with Individual Education Plans (IEP's) who receive out-of-school suspensions will meet with the Special Education Director and mandated

due process procedures will be followed. Out-of-school suspensions are issued by the appropriate school designee.

Make Up Work for Suspension

Students who are suspended shall be offered make-up work assignments. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. In the case of long-term suspensions, unless other arrangements are made, teachers are to give work in two-week increments, and students must complete and return work before receiving additional work. In high school, credits may be awarded depending on the quality of the work. All IDEA mandates will be followed for students with disabilities.

Provision of Instruction during Removals and Suspensions

Hyde-Bronx will ensure that alternative instruction is provided pursuant to applicable law to a child who has been suspended, expelled or removed from the classroom setting. For a student who has been expelled, alternative instruction will be provided until the student has been accepted into another school, or for such a period that Hyde- Bronx is required to do so by law, whichever period is shorter.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete 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 room at the school. Instruction will be provided for approximately two hours per day, or such period required by applicable law.

Students who are suspended, regardless of the length of such disciplinary action, will receive instruction, all classroom assignments, and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such removal from class. Alternative instruction will be provided by staff employed by Hyde-Bronx or by certified teachers from an approved substitute teacher agency.

Expulsion

Expulsion is the final recourse for students who endanger the well-being of other students, faculty, staff, or other members or visitors to the Hyde Community. Expulsion can be granted by the Executive Director for any behavior or action that warrants serious discipline including to those measures previously outlined in the Prohibited Student Conduct Section of this Handbook or other serious misconduct that the student knew or reasonably should have known was prohibited. A student may be recommended for an expulsion hearing after accumulating three or more suspensions in one academic year,

Expulsion Process

Upon determining that a student's action warrants a possible expulsion, the Executive Director or his/her designee(s) shall verbally inform the student that he or she is being considered for an

expulsion and state the reason(s) for such actions. The Executive Director must also provide written notification of the intent to convene a hearing to the parent of the student in the parent's dominant language within 48 hours. If possible, the Executive Director or his/her designee(s) will telephone the parent to communicate the content of the notice letter after it is sent. Oral notification may only be used to supplement, not substitute for, the requisite written notice.

Such notice shall:

- a) Describe the basis for the suspension or expulsion;
- b) Provide information about how the student may complete assignments and engage in academic activities during the time of exclusion from the class;
- c) Advise the parent of the student's right to a formal hearing before the Executive Director
- d) State that the student has a right to legal counsel at the hearing; and
- e) Indicate the student's right to question and present witnesses and evidence at the hearing.

The Executive Director shall hear and determine the proceeding or may, at his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall issue a report that is advisory only and the Executive Director may accept or reject all or part of it. The Executive Director's decision to impose an expulsion may be appealed to the Board of Trustees by the parent or guardian in accordance with following procedures.

All appeals must be made in writing and submitted within 10 days of the date of the Executive Director's decision. Once the statement is received, the record of the conference before the Executive Director will be reviewed and a decision will be rendered within 30 days of the receipt of the statement. The Board of Trustees may overturn The Executive Director's decision, or adopt it in whole or in part.

Additional Disciplinary Procedures for Students with Disabilities

In order to protect the rights of students with disabilities, Hyde-Bronx shall comply with all applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and Section 504, their implementing regulations, and the specific procedures described below whenever students with or suspected of having a disability are disciplined. In the event that the following procedures are inconsistent with applicable federal law and regulations, such federal law and regulations shall govern.

Hyde-Bronx shall maintain written records of all suspensions and expulsions of students with a disability in the same manner as for students without disabilities as described above.

A student with a disability shall not be suspended for a total of more than ten days as a result of one incident or in the aggregate during the school year without first referring the student to his or her CSE (for students with individualized education plans) and to the 504 Committee (for students with 504 Plans), because such suspensions may be considered to be a disciplinary change in placement. The school complies with all applicable federal law, including the requirement that the CSE (for students with individualized education plans) and to the 504 Committee (for students with 504 Plans) shall conduct a manifestation hearing (described below) before discipline can be imposed.

Generally, a student with or suspected of having a disability may be suspended in the same manner

as his or her non-disabled peers, as set forth above. However, when a child is suspended for *more than 10 days*, or on multiple occasions that, in the aggregate, amount to more than 10 days, additional safeguards take effect to ensure that the child's behavior was not tied to, or a "manifestation" of, his or her disability.

Specifically, when a change of placement of greater than ten days is made, a manifestation team consisting of (1) someone from the child's CSE (for students with individualized education plans) and to the 504 Committee (for students with 504 Plans) who is knowledgeable about the child and can interpret information about child's behavior generally, (2) the parent, and (3) other relevant members of the child's CSE (for students with individualized education plans) and to the 504 Committee (for students with 504 Plans), as determined by the parent and Committee members, shall convene immediately if possible, but no later than 10 days after the decision to change placements, to determine whether the conduct was a manifestation of the child's disability.

The parent must be given written notice prior to any manifestation determination review meeting taking place in order to ensure that the parent has an opportunity to attend. The notice must state the purpose of the meeting, the names of the expected attendees, and indicate the parent's right to have relevant Committee members attend.

The applicable manifestation team must review the child's IEP and/or 504 Plan together with all relevant information within the student's file and any information provided by the parent.

Manifestation Finding

If the manifestation team concludes that the child's behavior **resulted from his/her disability**, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the child must also be returned to his or her original placement (i.e., the placement from which he was removed), unless: (1) the parent and school agree to another placement as part of the newly created or revised BIP, or (2) in cases where the child:

- a) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the state educational agency or Hyde-Bronx;
- b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state educational agency or Hyde-Bronx; or
- c) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state educational agency or Hyde-Bronx.

If the child exhibits one of the above three behaviors, the CSE or the 504 Committee shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days if the

Executive Director has determined that removal to an IAES is warranted in accordance with the IDEA.

Student Searches and Interrogations

Hyde-Bronx is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student’s parent or guardian before questioning the student. However, school officials must tell all students why they are being questioned.

In addition, the board authorizes the Executive Director and members of Division leadership teams to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the provisions of Hyde-Bronx Prohibited Student Conduct. An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

Before searching a student or the student’s belongings, the authorized school official should interview the student regarding the physical evidence to determine if the student will admit that he or she possesses physical evidence that they violated the law or Hyde-Bronx Prohibited Student Conduct, or request that the student voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

An authorized school official may search a student or the student’s belongings based upon reasonable suspicion, including information received from a reliable informant. Individuals, other than Hyde-Bronx employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. Hyde-Bronx employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Lockers, Desks and other School Storage Places

The rules regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than

an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Executive Director or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student’s age, the student’s record and the need for such a search.

School officials will attempt to notify the student’s parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification. The Head of School or the Head of School’s designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Head of School or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The Head of School or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Police Involvement in Searches and Interrogations of Students

Hyde-Bronx officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Head of School or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Head of School or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the school's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the school will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the Head of School or his or her designee. The Head of School or his or her designee shall set the time and place of the interview. The Head of School or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the Head of School or Divisional Director must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VIII. FAMILY EDUCATION DEPARTMENT

Overview

The Family Education Department (FED) is designed to emphasize, foster, and develop family renewal by bringing students and parents/guardians together to focus on personal growth. This is achieved through intentional action-reflection activities. Such activities include off-site retreats, monthly parent discovery group meetings, and two family Saturdays. The FED offices are staffed with Directors who serve as parent liaisons for the school, assisting parents, students, and teachers as we work together to help our students to reach their unique potential. We have an open-door policy and encourage parents to become active participants in the education of their children.

The FED is a very important facet of our school's mission. We believe that the "home is the primary classroom," supporting the character development of students. Parents are expected to participate and fulfill commitments throughout the year. They are encouraged to attend workshops and participate in leadership committees working to help our community to become like-minded individuals centered on common goals and interests that better our community in all aspects.

The FED is there to provide assistance to families and to provide guidance in the family renewal and self-discovery process. Please feel free to contact the FED staff to discuss concerns or to request assistance in issues that affect your Hyde students.

Admissions

As a public charter school, Hyde Bronx is open to any student residing in New York City. Families are expected to participate in a family interview (once admitted via the lottery) in which the rigorous demands of both our academic and character/family programs are discussed. Parents are expected to participate in monthly discovery activities and 2 family days. They may choose to participate in optional retreats each year in which they examine character issues in their own lives and ways to model positive character for their children.

Families new to our community are expected to attend a New Parent Orientation prior to the opening of the school year. This program is designed to expose parents to the self-discovery process.

Parent Discovery Meetings

The most important aspect of the FED is the hosting of monthly Parent Discovery Meetings. For each month of the school year there are designated activities, most connected to parental personal development. If for any reason a parent/guardian is not in attendance for a monthly meeting, s/he will need to call and inform the FED office. Typically a weeknight and a Saturday morning parent meeting are offered.

Saturday Family Days

Family Days are held on one to two Saturdays each year. Students and their parents or guardians are required to attend these weekend meetings together. For each month that there is a Family Discovery Saturday, attendance there will count as the parent participation for that month. For families who have students in more than one grade, the parent or guardian is encouraged to attend the fall weekend with the oldest sibling and the Spring Saturday with the youngest. It is encouraged that in a

family where multiple students attend Hyde, alternate family members attend as representatives for each student in the community. Families are encouraged to discuss this with Family Education Department staff.

Retreats

The FED sponsors retreats for students, and parents with their students. These retreats are focused on taking a deep look at oneself and how attitudes, both positive and negative, affect the individual as well as the entire family. Retreats are held at different retreat centers in the NYC area or at a Hyde boarding school campus and are generally held Friday p.m. to Sunday at noon. Families are encouraged to attend 1 retreat during each school year. Transportation is provided from the school. Retreat dates are announced at the start of the year, and parents register on a first-come first-served basis.

Ten Priorities

We work together as a community to understand the 10 Priorities as outlined below, derived from the book The Biggest Job We'll Ever Have by Malcolm and Laura Gauld.

1. *Truth over harmony*
2. *Principles over rules*
3. *Attitude over aptitude*
4. *Set high expectations and let go of the outcome*
5. *Value success and failure*
6. *Allow obstacles to become opportunities*
7. *Take hold and let go*
8. *Create a character culture*
9. *Humility to ask for and accept help*
10. *Inspiration: Job #1*

Parent Leadership

Parent Council

Hyde parents and guardians will work with the Head of School to provide parent input and guidance on issues and matters affecting our students. They also work with the Head of School on Title I and NCLB compliance issues.

Parent Facilitators

Parents who are interested in facilitating Parent Discovery seminars should contact the Family Education Department for more information about training, responsibilities, and other requirements of this role. It is our hope to train parents to facilitate all groups in the future.

IX. PARENT CODE OF CONDUCT & RESPONSIBILITY

Visitors, Meetings, and Volunteers

At Hyde we are very fortunate to have supportive parents. Our parents recognize that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood.

The purpose of this policy is to provide a reminder to all parent and visitors to our school about expected conduct so that we can work together to ensure a safe and positive school environment for our students. As models for the students, we remind all our families that adults must display appropriate behavior at school.

For the protection of the faculty, staff, and students of Hyde-Bronx, all visitors – including parents – are required to sign in at the Security Desk before going anywhere in the building. Upon registration at 730 Bryant, visitors will be sent to the main offices on the 1st floor or 4th floor (the location of Elementary School and Middle School, respectively). Upon registration at 830 Hunts Point Avenue, visitors will be sent to the Main Office.

Visitors should report to the Main Office of the Division to announce staff of arrival. A visitor's badge **MUST** be worn at all times while visitor is in the building.

If any visitors, including parents, engage in disruptive, threatening, or inappropriate behavior while on school property, or towards any student or staff member off of school property, they can be subject to but not limited to the following consequences:

- Removal from the building
- Permanent barring from the building
- Barring from school events
- The police may be called, and a restraining order may be filed

Disruptive, threatening, or inappropriate behavior includes:

- Endangering the physical safety of another by the use of force or the threat of force. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child (some actions may constitute legal action). This also includes abusive or threatening emails, phone or social network messages from outside of school
- Engaging in behavior that disrupts classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Smoking and/or consumption of alcohol or drugs or accessing the school while under the influence of alcohol or drugs.
- Interrupting a class while in session
- Refusing to leave a classroom when asked to do so by the teacher
- Being rude to any staff members in the building
- Using loud and/or offensive language (parents should refrain from using profane or obscene language or gestures even if they think they may not be in view or ear shot of others)

- Making threats of bodily harm, violence, or any type of terrorism, bombing, shooting, or murder
- Falsely accusing Hyde staff members
- Refusing to identify oneself to building staff members
- Failure to comply with staff instructions
- Disrespecting the school environment, including keeping the school tidy by not littering
- Damaging or destroying school property
- Computer abuse and/or use of computers for non-school related use, including viewing or accessing prohibited sites

Violation of the aforementioned respect and concern for others' rights will result in disciplinary action. Hyde reserves the right to remove from school, or otherwise limit the access of, any adult who does not observe proper behavior, or otherwise poses a threat to the well-being of members of our community.

Scheduling Meetings

Due to the longer school days and added responsibilities of Hyde staff members, parents need to schedule all meetings in advance. Please email or call to schedule a meeting before coming to school, as the teacher you would like to meet with may be teaching or otherwise unavailable. You may also leave a message at the main office of the teacher's division. Meetings and conversations with parents may not be happen during instructional time or during times when teachers should be actively supervising students.

Parent Volunteers

We are always grateful for volunteers who can spend time with us during the day. Parents who volunteer on a regular basis will need fingerprint clearance from the DOE. Volunteer applications are available at the FED in 730 Bryant and the Main Office at 830 Hunts Point Avenue. Please call the FED office or Main Office, respectively, in advance to plan volunteering days or to find out what volunteering opportunities are available. All volunteers must have specific assignments.

Parents Visiting Classrooms

If a parent desires to visit his/her child's classroom for observation, the parent must sign in at the Main Office and will receive a visitor's badge. Parent visits to the classroom are for observation purposes only and must be scheduled in advance with the Director. Parents cannot meet with teachers at this time. Requests for meetings with teachers must be scheduled outside of class time.

The Director or a staff member from the Main Office will escort the parent to the classroom. If a parent will be visiting more than one classroom, a staff member from the Main Office will escort him/her to each classroom. At the end of the visit the parent will be escorted back to the Main Office to sign out of the building.

Parents as Chaperones

For many field trips, parent volunteers will be asked to serve as chaperones. In fairness to the children, and to assure that all parents have the opportunity to chaperone, parents may be asked to accompany only one trip. Expectations for chaperones include:

- being on time/adhering to schedules;
- refraining from bringing younger siblings or other children on the trip;

- wearing a watch or having a cell phone that has the time;
- staying with the students at all times;
- using appropriate language;
- bringing a cell phone if possible, (for emergency use only);
- refraining from using a phone for texting, calls or e-mail;
- taking student attendance often;
- following bus regulations;
- refraining from smoking or the consumption of alcoholic beverages;
- enforcing the teacher's rules; and
- refraining from loaning money or purchasing treats for students while on the trip.

Parents Bringing Items to School

If a parent needs to come to school to give their child a forgotten item, s/he must sign in at the security desk. The parent will then be directed to the Main Office to drop off the item to be delivered. A member of the Main Office staff will check the student's schedule and arrange for the item to be delivered to the student. Under no circumstance will a parent, guardian, or visitor be allowed to roam through the school unescorted.

Dismissal

It is very important that parents follow the early dismissal procedures. This will ensure the safety and well-being of every student. **Each student dismissal request must be made in writing** in the form of a note from a parent or guardian. All notes must be signed, dated, and include a contact telephone number. Please note that any adult picking up a student early from school must come to the Main Office. S/he will have to show valid, current, state-issued, picture identification and must be listed as one of the contacts on the student's emergency information card before the student will be released to his/her care.

Late Pick-up of Students

Parents must observe Hyde's school release times. If you will be running late or are unable for other reasons to pick up your child on time, it is your responsibility as the parent/guardian to make arrangements for your child to be picked up **ON TIME**. Last minute phone calls to the school regarding late pick-ups are unacceptable.

Late pick-up of students in after school programs may lead to the student's removal from after school programming.

Parental Grievance and Compliant Policy

Hyde Leadership believes in addressing grievances and complaints at the earliest time possible. As a school which champions character development and values honesty, we encourage you to address your grievances and complaints first to the person with whom you have the grievance, if at all possible. As a second step, please bring the matter to a member of the school's management team. If the matter is not resolved to your satisfaction, you should approach the Head of School. Finally, if still dissatisfied with the resolution of the matter, you should bring it to an officer (Chairman, Treasurer, or Secretary) of the Board of Trustees. The Board of Trustees contact list is posted in the Main Office. For allegations relating to a potential violation of the Charter Schools Act, Hyde-Bronx's charter, or any other provision of law relating to the management or operation of the School, if you conclude that the Hyde-Bronx

Board has not adequately addressed your complaint, you may then present your complaint to the school's authorizer, the NYC Department of Education. If you still believe that the matter has not been adequately addressed, you may also present the complaint to the NY State Board of Regents.

Responsibilities

It is the responsibility of parents and guardians to read this Handbook in its entirety and to know school policies and procedures pertaining to your child's enrollment at Hyde Leadership Charter School. It is also the responsibility of parents and guardians to update all personal information on a regular basis while your child is attending Hyde Leadership Charter School, including but not limited to: current address and telephone number(s), current emergency contact information, and current health forms.

The policies, procedures, and guidelines that have been outlined in this handbook are provided to you as a resource and a blueprint to ensure mutual understanding, cooperation, and acceptance of the values and expectations of the Hyde School Community. Without your commitment to upholding these values and expectations, our work with your child is incomplete.

At the heart of the Hyde School lies the belief that the parent is the primary teacher and that the home is the primary classroom. Student success at Hyde is directly linked to the commitment of parents to participate in our program and to demonstrate a willing and enduring commitment to the policies and procedures that allow our school to operate to the benefit of our students. Our expectation is that parents and school staff will work together in these efforts.

X. Title I PARENT'S RIGHT TO KNOW TEACHER QUALIFICATIONS

School districts that receive federal Title I funding must notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Hyde-Bronx will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

Hyde-Bronx is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the Head of School.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after Hyde Leadership Charter School receives a request for access.

Parents or eligible students should submit to the Chief Operating Officer a written request that identifies the records they wish to inspect. He or she will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Hyde Leadership Charter School to amend a record should write the school's Chief Operating Officer, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the

record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hyde Leadership Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

ADDENDA - Middle School EEMO Grading Rubric

Student: _____ Quarter: _____

	Excellence (4)	Effort (3)	Motions (2)	Off-Track (1)	Score
Curiosity/ Truth	Consistently disciplined in self-discovery; takes initiative; seeks feedback from others	Actively looks for truth about self, family, and others; meets basic expectations	Engages in basics of self-reflection; shares minimum truth with others	Unwilling to look at self or own attitudes; defensive; contributes to others' unproductive attitudes	
Courage/ Humility	Seeks new challenges and shares vulnerable sides; asks for and accepts help of others	Welcomes challenges; sometimes takes risks; struggles with humility to honestly evaluate self and others	Accepts challenges when pushed; does not demand the best of self or others; follower	Refuses to accept challenge or risk; holds onto ego; dishonest	
Concern/ Brother's Keeper	Demands the best of self and others; shares self; confronts unproductive attitudes and behaviors of others	Seeks out feedback; willing to confront others; initiates gestures of concern and community service ideas	Participates in community service activities; occasionally offers or accepts feedback	Keeps to self; cannot or will not look at others' viewpoints; keeps standards and expectations low; intentionally holds back peers from learning through distractive behavior	
Leadership/ Conscience	Demonstrates persistent belief in self and others; takes responsibility; initiates service to others	Takes some leadership roles; shows effort to follow conscience	Sometimes speaks from conscience; will accept responsibility if pushed	More of a distraction than help when in a group; unwilling to act from conscience; uninterested in service to others	
Integrity/ Destiny	Shows integrity with observable commitment to truth in all situations; works hard to hold self and others to best	Generally tells the whole truth; gives most tasks best effort; shows disciplined behavior	Shows up and participates as required; wary of Hyde process	Dishonest; lacks concern for others; apt to quit; avoids taking responsibility	

Average Points: _____

Use this table to determine the percentage score.

4.0 = 100	2.4 = 77
3.8 = 97	2.2 = 74
3.6 = 94	2.0 = 71
3.4 = 92	1.8 = 68
3.2 = 89	1.6 = 65
3.0 = 86	1.4 = 62
2.8 = 83	1.2 = 59
2.6 = 80	1.0 = 55

ADDENDA – High School Effort Grading Rubric

Principles of Assessing Student Effort

In order for the proposed restructuring to be efficient and meaningful, there must be an acceptance of the following principles by all faculty and students:

- **Fundamental Philosophy:** We believe that effort is not born out of student achievement. While they certainly inform each other, teachers agree that, simply put, just because something is not "correct" does not mean that it reflects poor effort.
- Effort is expected at all times in all academic matters.
- There should not be assignments designed to boost effort grades nor should teachers use phrases such as “Effort is really important on this project” or “Your effort counts on this assignment.” Such statements subconsciously imply that effort is *sometimes* an element of academic success. All classrooms should foster an environment where effort is *always* required and constantly being assessed.
- Effort should be assessed frequently and consistently, producing a series of tangible effort grades throughout the semester which result in the final effort grade which appears on report cards.
- Major assignments (at the teacher’s discretion) should receive **2 grades**, one for achievement and one for effort. There are several reasons for this:
 - It would allow students to track their own effort progress throughout the marking period, affording them the opportunity to make necessary adjustments for improvement
 - This will result in a series of numerical grades throughout the marking period which can be averaged out to arrive at the final grade in the “Assignment Effort” category. *(see rubric)*
 - There is no set amount of effort assignments that must be given per marking period, however, in order to make a substantive contribution to the average, there should be at least 4-5 grades in this area per marking period.

Breakdown of the Effort Grade on each Report Card

The following categories are used to calculate the Effort Grade in all courses in the High School:

CATEGORY	DESCRIPTION
Assignment Effort	<p>Teachers give an effort grade for major formative and summative academic assessments (test, project, writing, performance, etc.) and enter these in the effort section of their PowerSchool grade book as separate assignments. Criteria should not be based on content but rather the quality of the process and product (i.e.: completeness, neatness, creativity, professionalism, timeliness, revision).</p> <ul style="list-style-type: none">▪ Teachers should make clear to their students specifically what would be considered “excellence in effort” on an assignment-by-<ul style="list-style-type: none">○ assignment basis as the criteria may change from task to task.▪ For these assignments, students will earn two grades (one for effort and one for achievement.) Both grades should be given to<ul style="list-style-type: none">○ the student and recorded in Power School separately, once as an○ effort grade, once as an assignment grade.▪ This will allow effort to be assessed multiple times within a quarter.▪ Departments should agree on the types of assignments that will be assessed for effort.
Homework Effort	<p>Teachers give an effort grade for <u>all</u> checked homework, whether or not it is graded for accuracy. There are two options for calculating this grade:</p> <ul style="list-style-type: none">▪ Option A – Keep a checklist for all homework assignments. The number of checks out of the total number of homework assignments will create the grade for this category.▪ Option B – Give each individual homework a numerical grade based on factors you determine and then average all the grades out to create the grade for this category. <p>This process allows effort to be assessed multiple times per quarter.</p>
EEMO Self-Assessment	<p>Students earn an EEMO grade (<i>based on a revised EEMO rubric</i>) that represents learning habits like raising your hand, listening respectfully, contributing to group work, taking risks, staying on task. Students self- assess on their participation grade and get feedback from peers. After feedback, students submit their final self-assessment grade.</p>

EEMO
Teacher
Assessment

Teachers evaluate each student's effort performance based on the same EEMO rubric.

Hyde High School Effort Rubric

	Excellence			Effort			Motions			Off-Track	
	Ex + (98)	Ex (95)	Ex- (90)	Effort + (88)	Effort (85)	Effort - (82)	Motions+ (78)	Motions(75)	Motions-(72)	Off-Track (65)	Off-Track - (55)
	<i>I go above and beyond. I take initiative to go after my best, show curiosity, and lead and support others.</i>			<i>I strive to learn and meet expectations. I push myself, and I'm committed to improving. I work to reach my best.</i>			<i>I usually need others to hold me accountable. I participate and meet expectations when directed, but I don't always do it on my own.</i>			<i>I struggle to take an active role in my own learning. I need others to hold me accountable, and I sometimes resist their help.</i>	
Participation	<ul style="list-style-type: none"> I participate daily I take risks by sharing even if I'm not sure I'm right I listen to the teacher and my peers and build on other people's ideas 			<ul style="list-style-type: none"> I participate most days I am working on taking risks and sharing when I'm not sure I'm rights I listen to the teacher and my peers 			<ul style="list-style-type: none"> I participate sometimes I contribute when the teacher calls on me I sometimes need to be reminded to listen respectfully 			<ul style="list-style-type: none"> I rarely participate I distract myself and others from learning I struggle to listen respectfully, even when others try to help me 	
Classroom Expectations	<ul style="list-style-type: none"> I arrive on time and start working I stay focused throughout class, I track the speaker and I leave it cleaner than I found it I raise my hand patiently to share and ask questions 			<ul style="list-style-type: none"> I arrive on time and sometimes start working right away I stay focused most of the time I usually leave it cleaner than I found it I raise my hand to share and ask questions 			<ul style="list-style-type: none"> I am sometimes late to class I get distracted and need to be redirected, I only leave it cleaner than I found it when others ask me to help I sometimes call out or have side conversations 			<ul style="list-style-type: none"> I don't make it a priority to arrive on time I get distracted and pull others off-track too, and I don't think it's my responsibility to leave it cleaner than I found it I speak whenever I want to and need multiple corrections 	
Interactions with Peers and Group Work	<ul style="list-style-type: none"> I show leadership to keep my class or small group on task I respect and ask to hear others' ideas I show concern by offering help I model brother's keeper by holding others to high standards 			<ul style="list-style-type: none"> I do my part of the group work to my best I am polite and respect others' ideas I sometimes offer help I practice brother's keeper by showing concern 			<ul style="list-style-type: none"> I do my work in groups to get it done I am not always open to others' ideas I need more help than I offer I show brother's keeper mostly to friends 			<ul style="list-style-type: none"> I rarely participate in group work I take attention away from learning Others try to help me work, but I don't always change my behavior I don't feel it is my responsibility to hold others to a standard 	
Homework	<ul style="list-style-type: none"> I consistently complete my homework fully, neatly, and on time I make up work when I am absent I push myself to do more than is expected 			<ul style="list-style-type: none"> I almost always complete my homework fully, neatly, and on time I often make up work when I am absent I try to do my best, even when I feel confused or stuck 			<ul style="list-style-type: none"> My homework is sometimes incomplete, messy, or late I make up work very late or when the teacher asks me to I try to do my best, but I sometimes give up 			<ul style="list-style-type: none"> I struggle to do homework I don't make up work when I am absent I frequently give up or do far less than my best 	
Organization	<ul style="list-style-type: none"> I consistently keep myself organized My work is neat and in excellent condition I come to class prepared every day write down my homework in the same place every day 			<ul style="list-style-type: none"> I generally stay organized My work is neat I come to class prepared most days I write down my homework 			<ul style="list-style-type: none"> I need help to stay organized Some of my work is neat I sometimes forget materials for class I try to remember my homework, but I don't write it down 			<ul style="list-style-type: none"> I am not very organized My work is often messy or crumpled I often borrow materials because I don't bring my own I struggle to remember my homework 	

Name: _____

DATE: _____

My effort is: (circle one)

Excellence + (98), Excellence (95), Excellence – (90), Effort + (88), Effort (85), Effort – (82), Motions + (78), Motions(75), Motions – (72), Off-Track (65), Off-Track – (55)

Based on the bullet points I circled, I should receive this grade because

One strength I heard from my peers:

One challenge I heard from my peers:

After listening to my peers, I think my effort is: (circle one)

Excellence + (98), Excellence (95), Excellence – (90), Effort + (88), Effort (85), Effort – (82), Motions + (78), Motions(75), Motions – (72), Off-Track (65), Off-Track – (55)

Based on my peers' feedback, I should receive this grade because

FORMAL ACKNOWLEDGEMENT OF HANDBOOK RECEIPT AND REVIEW

We, the undersigned, have been advised that the Hyde Leadership Charter School Student and Parent Handbook is posted online on the school website (www.hydebronxny.org). We are aware that this handbook contains important information for parents, guardians and students. We have reviewed the information and policies contained in the handbook.

We understand that all students will be held accountable for their behavior and that failure to abide by the guidelines for student behavior can result in the discipline outlined in this handbook.

We understand further that failure to return this acknowledgment form does not excuse any individual from complying with the Student and Parent Handbook.

We are aware that Hyde Leadership Charter School reserves the right at any time to amend or to add to the policies, regulations and guidelines contained or referred to in this handbook.

Directions for return of this form:

1. Student and Parent/Guardian review handbook.
2. Parent/Guardian sign handbook acknowledgement below.
3. Student returns this page to homeroom teacher.

Student Name: Student Grade: Student School: Parent Name: Parent Signature: Date:

Student Name

Student Grade

Student School

Parent Name

Parent Signature

Date