



HYDE LEADERSHIP CHARTER SCHOOL

Student / Family Handbook

Revised August 2017

**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 (Hyde Leadership) is a place of self-discovery and challenge. At Hyde Leadership, every student is capable of excellence regardless of his/her innate ability. Hyde Leadership maintains a student-centered culture that motivates character development and emphasizes curiosity, courage, concern, integrity, and leadership. The Hyde Leadership 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. The school 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 Leadership 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 Leadership 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 'T' at the beginning.

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 Leadership 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 this goal. 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.

HYDE INCLUSION STATEMENT

Hyde Leadership Charter School (Hyde Leadership) is an inclusive community which values intentional equity by providing multiple entry points for student engagement and considering seemingly unequal realities as equal, thus embracing and celebrating differences.

We commit to support the individual needs of every student's unique potential. Hyde Leadership values the unique perspectives and abilities of each person in our community, and we are committed to fostering growth to each individual's potential. All students will have access to high quality instruction and resources.

We ensure the alignment of all curricular resources and practices to meet the academic needs of all students.

We maximize available resources to provide the most equitable educational opportunities and diverse course offerings to all students, empowering them to actualize their own unique potential in higher education. All students have equal access to arts and athletic programming, academic-related services, and student life activities to promote community and social responsibility.

Our community is one where every family is able to fully participate and grow in their unique potential by having equal access to space, resources, programming, and personnel. Hyde Leadership will ensure an inclusive environment for all.

PARENT/GUARDIAN PLEDGE

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

- Work with Hyde Leadership 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.
- 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, playing video games, and set rules regarding cell phones during the school week. Additionally, 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.
- 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/caregivers.
- 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 Leadership's behavioral policy; work with the Hyde Leadership 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.
- 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 Leadership community.
- Hold myself to behaving in accordance with Hyde Leadership's Parent Code of Conduct.

As a parent at Hyde Leadership, I agree to uphold these commitments to Hyde Leadership staff, my child, and myself. If I am not able to uphold these commitments, I will consider that Hyde Leadership 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 two other public schools. The three schools housed in the building – Hunts Point Middle School (MS 424), Hyde Leadership Charter School, and The Vida Bogart School for All Children (P.S. 352) – seek to cooperate on all matters. We expect all Hyde Leadership students to be respectful and courteous to all people in the building. We also expect Hyde Leadership 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, Telephones, and Confiscated or Lost Items

Messages for Students

Parents/Guardians should communicate with their child before and after school regarding transportation, after school arrangements, or other matters. Hyde Leadership 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 accident.

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

If needed, office phones are available for student use for important issues with the permission of a staff member. Students should not use classroom phones for any reason.

Lost and Found

The school is not responsible for personal property that is lost, stolen, or damaged. Students are encouraged not to bring articles to school that have significant monetary or sentimental value. 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. Items left in the school two days after the end of the school year will be donated to charity or to a local non-profit community-based organization.

Electronics: Policies and Procedures

K-8 Electronic Devices and Cell Phones

Students are not allowed to use cellular phones, digital cameras, radios, televisions, handheld gaming devices, 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 a school administrator or teacher.

4-8 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](#), which can be obtained from a student's homeroom teacher. As indication of acceptance of the conditions under which e-readers are permitted. Students will get an e-reader pass from his/her teacher once the form has been completed. Any confiscated e-readers from students who have not signed and returned this policy will be returned only on Friday from 12:30-4:15 pm from the Dean of Students.
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 Leadership staff members have the right to take back the e-reader pass.
5. Hyde Leadership will not be responsible for lost, stolen, or damaged e-readers, including items that have been confiscated. We understand that these items are expensive, and we hold parents responsible for knowing whether their children are bringing e-readers to school. 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. We expect electronics to be stored in student bags and lockers (once these are assigned).
2. All electronics must be kept off or in silent mode.
3. If an electronic device is out, a staff member will confiscate it, and submit it to a Dean of Students. **These items may be retrieved from the Deans Area at the end of the day.**
4. If there is a second offense, a staff member will confiscate the electronic device, submit it to a Dean of Students and parents will be notified. If there is a third offense, a parent meeting will be scheduled and the electronic device will be confiscated until the meeting.
5. Hyde Leadership will not be responsible for lost, stolen, or damaged electronics, including items that have been confiscated.

Middle School Chromebook Agreement

Middle School students and parent/guardians must review and sign the [Acceptable Use Policy](#). A copy of the Acceptable Use Policy may be obtained by your student's homeroom teacher.

Students and parents are responsible for returning all Chromebooks in the same condition in which they were distributed, less any normal wear and tear. Students are strongly advised to store all Chromebooks in their locker (grades 6-8) and/or in their homeroom Chromebook cart (grade 5) 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 Chromebooks have been returned and unpaid fees have been satisfied in full. It is the expectation that all Chromebooks are returned and any unpaid fees are satisfied by the end of the school year. Parents reserve the right to decline the distribution of Chromebooks to their child and may do so in writing to the Middle School Director.

Chromebook use is guided by the following:

1. In grade 5 Chromebooks are handed out during morning homeroom and put away during afternoon homeroom. After the school day ends, Chromebooks are always stored in the cart. They must be put away properly and connected to the chargers.
2. In grades 6-8 Chromebooks will be distributed at the beginning of the school year and must be returned at the end of the year. Chromebooks should be returned in their original condition.
3. Chromebooks must be closed when carried and always carried with two hands.
4. Do not lean or write on top of a Chromebook. The screen could crack.
5. Save your work to Google Drive.

High School Laptop Agreement

High School students and parents/guardians must review and sign the [Acceptable Use Policy](#) for laptop usage as follows:

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. Save your work to Google Drive.

Student Guidelines for Laptop Use

Do:

- Provide stability when carrying/moving the laptop (e.g., carry with two hands or other physical support).
- 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 slot 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 Charter School Internet Acceptable Use Policy when using the laptop.

Don't:

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

4th-12th grade Hyde Leadership students have access to:

- An e-mail account with the following domain: @student.hydebronxny.org
Please be aware that any activity using a student account, school hardware or school internet can be accessed and monitored by Hyde staff.
- Google App space to store files.
- Teacher Assignments on Google Classroom:
 - 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, artificial juice drinks, candy and sweets, or junk food. Unopened drinks should be in clear, plastic bottles. Glass bottles are not allowed.

K-8 School Breakfast/Lunch Program

Hyde Leadership participates in the National School Lunch program. Hyde Leadership will serve breakfast, lunch, and snacks. Free breakfast is available for all students in grades K-8. The price for lunch is \$1.75 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.

High School Breakfast/Lunch Program

Hyde Leadership participates in the National School Lunch program. Hyde Leadership will serve

breakfast and lunch. Students who wish to purchase breakfast can do so for \$1.85. Students eligible for reduced breakfast will pay \$.25. The price for lunch is \$2.85 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.

Payment for Lunch Bills

Parents/Guardians will typically receive their first lunch invoice via mail in December. The first invoice will include more than one month's worth of meals consumed by your student(s). This is due to allowing more time to process the incoming lunch applications. After the initial invoice, parents can expect that invoices will be mailed monthly.

Payments are acceptable in the form of cash, certified bank check, money order, and/or credit card. There is a \$20 minimum restriction amount for payments being made via credit card. We recommend that all payments be made in-person directly to the Business Office, Room 435 of the 730 Bryant Avenue location. However, if you may also chose the option of sending in payment with your child and are paying via credit, you must complete the bottom portion of this letter and have your child submit it on your behalf.

We highly encourage that families make a conscious effort in making payments towards outstanding lunch balances that your student(s) may have. Payment plans are offered for families with financial hardships. Not paying outstanding balances may result in your child not receiving their report cards and transcripts, as well as not being allowed to partake in certain extra-curricular activities.

Snow Closings, Inclement Weather Policy, and Emergency Evacuations

Emergency School Closings

- If NYC DOE Schools are closed, then Hyde Leadership is closed.
- If NYC DOE Schools are open, then Hyde Leadership is open.
- If Hyde Leadership 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 to the number listed on record. Hyde Leadership will also post the information on the school's website <http://www.hydebronxny.org/> and on the school's social media account(s), which can be found at:
 - <https://www.facebook.com/hydebronx>
 - <https://www.instagram.com/hydebronx/>

Emergency Early Dismissals

- For early dismissal, Hyde Leadership will reach out to parents by phone, email, and Hyde Leadership will post a notice on the school's website and social media accounts.
- Hyde Leadership will put all K-6 yellow bus service riders on the yellow bus.
- Walkers and MTA bus riders will be sent home immediately.
- Carpool riders and parent pick-up students will wait at school until they are picked up.

School Evacuations

- If the building has to be evacuated, our students and staff will move to one or more of the following designated safety locations:
 - Hyde Leadership High School at 830 Hunts Point Avenue.
 - Hyde Leadership Elementary and Middle School Building at 730 Bryant Avenue.
 - P.S. 48 at 1290 Spofford Avenue.

Transportation

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

OPT offers the following services for Hyde Leadership Charter School students:

- General Education Transportation: Yellow bus service to and from a designated school bus stop.
- Specialized Transportation: Yellow bus service to and from an assigned school.
- Student MetroCards: Full and half fare Metro Cards for use on public transportation.

For more information on your child's eligibility for transportation go to <http://www.optnyc.org/> or contact Hyde Leadership's Director of Operations at 718-991-5500. Additional information about Yellow bus service and MetroCards follows this section.

Full Fare Transportation—Yellow Bus Service

Yellow bus service is provided from designated stops at designated times to and from public 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.
2. The student must be in grades K-6.
3. The student's residence must be in the Bronx.
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, Hyde Leadership families may request yellow bus service. 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 Automate the Schools (ATS), parents of students in grades K-6 may contact Hyde Leadership's Bus coordinator to determine whether they live within walking distance to a pre-existing stop.

McKinney-Vento Homeless Assistance

The McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 ensure that students residing in temporary living situations have access to the same public education and services that are available to permanently housed students. Students who are defined as homeless by the McKinney-Vento Act are entitled to transportation to and from school, if necessary. If available, buses will be provided to students in grades K-6; if not available, they are eligible for a student MetroCard. For students in grades Pre-K to 6, who are eligible for transportation and receive a student MetroCard, their parents/guardians are eligible for public transportation assistance (a MetroCard) to accompany the child. Students in grades 7-12 are eligible for a student MetroCard. If you have additional questions about McKinney-Vento Homeless Assistance, please contact the Director of your Division's Family Education Department or Hyde Leadership's Director of Student Support.

All students are subject to Hyde Leadership's Code of Conduct while riding the bus. Consequences for misconduct could result in suspension – both short and long-term – from the bus. (Please see Section IX of this Handbook, Parent/Guardian Code of Conduct and Responsibility, for the Code of Conduct.)

Full-fare transportation—MetroCard

Students eligible for full-fare transportation may be issued a full-fare MetroCard by asking their school transportation coordinator. A full-fare MetroCard 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 - MetroCard

Students not eligible for full-fare transportation may be issued a Half-Fare MetroCard by asking the school transportation coordinator. A half-fare MetroCard 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 fares.

Lockers

Middle School

In grades 6-8, students are responsible for remembering their locker 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 Leadership holds announced and unannounced locker checks and clean-ups. 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 instructional time. Lockers are assigned by students' homeroom teacher. Prior to being assigned a locker, the homeroom teacher will review locker expectations.

Grades 4 and 5

Lockers will remain unlocked throughout the day. Any locks placed on a 4th or 5th grade student's 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. Students are required to use school issued locks. Lost locks will only be replaced upon receipt of a \$10.00 replacement fee.

High School

Students will be assigned a lock with the locker. All other locks are prohibited and will be removed. Students should not remove their names from the fronts of their lockers; nor should they trade lockers with other students. Students must use their lockers only - no sharing of lockers. Students caught sharing a locker will be in violation of school safety policies and may have their locker privileges revoked. Students will be responsible for a replacement fee for lost locks.

Lockers are the possession of Hyde Leadership and are subject to random and/or regular searches. Students tampering with or misusing lockers are in violation of safe school policies. Students should not "decorate" lockers with anything permanent (e.g. stickers). If a student is found to be in violation of this policy, she/he risks loss of locker privileges. Students in violation of locker use, including using lockers at the wrong times, will face consequences and are subject to losing locker privileges. The Dean of Students and the High School Division Director will keep a copy of the locker list for their records. All outerwear, "non-dress code items" and electronics should be kept in lockers.

Textbooks

Students and parents are responsible for returning all textbooks and other learning materials distributed to a 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 prior to the end of the school year.

Health Requirements and 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:

- Physical examination
- Required Immunizations
- Interscholastic Sports Examination

Generally, a child will be enrolled if a physical examination is conducted before the first day of school. Parents/guardians must have a licensed physician or certified nurse practitioner complete, sign, and date the Child and Adolescent Health Examination Form to show that the examinations were completed within the specified time. Incoming students will receive this form in their enrollment packet. During the summer, this form is mailed to all returning students. Parents/guardians can also download this form here: <http://schools.nyc.gov/Offices/Health/default.htm>. Additional information is provided below on how to enroll for services at the Urban Health Plan Office located on the 2nd Floor of 730 Bryant Avenue. High School students participating in any sport must also have their licensed physician or certified nurse practitioner fill out an Interscholastic Sports Examination form. The Interscholastic Sports Examination form is mailed home during the summer. Students can also get a copy of this form from the High School main office.

Immunization

All immunizations must be up to date before school begins. Any student without proper immunizations may not be allowed to attend school until s/he has received all required immunizations.

Administration of Medication

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. More information about 504s is located on pages 19 and 20 of this Handbook. **Hyde Leadership requests that whenever possible, medications be administered by the parent/guardian during non-school hours.** Students should not have prescriptions or other medications in their book bags with the exception of an asthma inhaler, an epinephrine auto-injector, or insulin/glucagon/diabetes supplies which do require completion of a Medical Administration Form.

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 for medication(s) to be administered. These forms are available at the Urban Health Clinic located on the 2nd floor at 730 Bryant Avenue.

Health Services

In the event that a K-8 student becomes ill or is in need of first aid, s/he will be sent or escorted to the school nurse in the Urban Health Plan medical office located on the 2nd Floor at 730 Bryant Avenue. In the event that a 9-12 student becomes ill or is in need of first aid, s/he will be escorted to the school Nurse and the parent/guardian will be contacted.

In all non-emergency situations, a K-8 student will be sent or escorted to the Urban Health Plan Medical 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/Guardians must complete and submit the Urban Health Parental Consent Form and the Medical History Forms for their child to be treated by the school nurse or a doctor. If a child is not signed up, he/she is not eligible for services. We encourage all K-8 families to complete the Urban Health Plan Parental Consent Form and the Medical History Forms for their child. K-8 students who are new to Hyde Leadership will receive the Urban Health Plan Parental Consent Form and the Medical History Form in their enrollment packet, students who are returning to Hyde Leadership that need a copy of this form can pick one up from the Urban Health office located on the 2nd floor at 730 Bryant Avenue.

504s

Section 504 of The Rehabilitation Act of 1973 protects students with disabilities against discrimination by requiring public schools to provide eligible students reasonable and appropriate accommodations, so they may participate fully in school. Hyde Leadership works collaboratively with parents/guardians to make certain that all students with special needs are provided services to ensure their full participation in the educational setting. Students may be eligible for health/medical accommodations, educational accommodations, or both. See below:

- Health/medical accommodations refer to the administration of medication (e.g. insulin) and/or specialized medical supports (e.g. nebulizer).
- Educational accommodations may include classroom supports and/or testing accommodations.

There are four types of request and authorization forms under Section 504 of the Rehabilitation Act:

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. Request for 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. School 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 accommodations such as a barrier-free building, elevator use, testing modification, etc. The request form should not be used for Related Services such as occupational therapy, speech and language therapy, counseling, etc. which would be addressed by a student's Individualized Education Plan (IEP) if eligible.

Parents/Guardians must submit the appropriate [form](#) to request in-school direct health services and/or accommodations. Parents/Guardians may access authorization forms from the New York City Department of Education website: <http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm> or at the main office of each Hyde Leadership Division.

All incoming students, whose parent/guardian have identified their child as being in need of accommodations will receive a copy of the 504 form to complete. All returning students to Hyde Leadership who had a previous 504 accommodation receive a copy of the necessary forms to complete via mail. Parents/Guardians are responsible for completing the form(s) and returning to Hyde Leadership. Please note that some forms may require a health care provider to complete. Completed forms must be returned to Hyde Leadership by the first day of school.

If you believe your child is in need of a 504 accommodation, please contact the School Counselor in the Division that your student is in. The School Counselor will assist you with gathering the necessary information and accessing the "Request for Accommodation under section 504" form and advise you to speak to a doctor (if applicable) regarding your concerns. Once the form is completed by a 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 during the 504 meeting. The decision to provide accommodations is made by a group of individuals who are knowledgeable about the student's abilities, the meaning of the data and information being reviewed, and the type(s) of accommodation(s) that may meet the student's needs. This group of individuals is referred to as the 504 Team. Hyde Leadership's school-based 504 Team invites the student's parent(s) to participate in the 504 meeting. Hyde Leadership's school based 504 Team includes individuals who can: speak to the student's abilities and skills (e.g. the student's teacher or guidance counselor); interpret reports or evaluations (e.g. the social worker or school psychologist); and share information about the accommodations available to meet the student's needs (e.g. the Section 504 Coordinator or Director of Special Education).

The 504 process is overseen by our Director of Family Support who serves as Hyde Leadership's 504 Coordinator. If a student is found to be in need of the 504, then a formal written 504 Plan will be implemented. Parents/Guardians will receive a copy of the 504 Plan and have an opportunity to review the recommended accommodations. All teachers that work with the student(s) will be given a copy of the Plan. The information will then be entered into Hyde Leadership's Student Information System, PowerSchool. A yearly meeting will be conducted to review each student's 504 Plan.

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 and Diabetes

Hyde Leadership would like to raise every parent's level of awareness with regard to children with food allergies and/or diabetes. 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 a 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 the temperature is 45 degrees. It is the family's responsibility to alert us to any specific issues your child has related to weather. If your child has a medical issue that does not allow her/him to participate in outdoor activities under certain conditions, documentation from the child's physician will be necessary.

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 and academic achievement, not because of their appearance. Therefore Hyde Leadership Charter School has established a strict dress code/uniform policy. Below is a description of our dress code/uniform policy for each Division. The uniform/dress code policy will be strictly enforced. The school administration reserves the right and discretion to add to the dress code policy additional items of prohibited clothing or jewelry that are deemed inappropriate or distracting.

Grades K-3 Dress Code

Girls

Girls should wear navy blue skirts, skorts, jumpers or pants. Skirts, jumpers and skorts should rest no higher than one inch above the knee. Blouses and shirts should be solid white or light blue, polo style, with a collar, long or short sleeves. The Hyde Leadership logo is NOT necessary on tops. 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. Shirts and pants should not have logos or designs. Modest jewelry is allowed. Earrings may be worn in ears only. 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 should wear navy blue pants. Pants should fit properly (no baggy clothing) and may not be worn below the waist. Shirts should be solid white or light blue, polo style, with a collar, long or short sleeves. The Hyde Leadership logo is NOT necessary on tops. 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.) 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 (Gym) Uniform

Students in grades K-3 can purchase gym uniforms and all athletic wear from **Flynn and O'Hara** at the beginning of the school year, except for sneakers and white athletic socks, which should be purchased individually. **Flynn and O'Hara** purchases can be made:

- online at www.flynnohara.com/school/ny161; or
- at the store location: 136 Westchester Square, Bronx, NY 10461 (718) 863-7561.

Gym uniforms consist of navy blue shorts or sweatpants with the Hyde Leadership logo, navy blue T-shirt and sweatshirt with a Hyde Leadership logo, 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 compliance with the dress code/uniform prior to entering the school building. If a student comes to school in violation of the dress code/uniform policy, parents will be contacted. Hyde Leadership works in partnership with our families. If you are having an issue with meeting the dress code/uniform policy, please let us know. We are here to help! Call the Elementary School main office and ask to speak to the Director of Family Education.

Grades 4-8 Dress Code

The following is the regular academic dress code for both boys and girls attending the Hyde Leadership Charter School Middle School and is in effect for the entire year. The principle that guides our dress code is always the ethic of looking professional and setting high standards.

Shirts

Students may wear solid white button-down shirts with a collar (long or short sleeves). If students wear a button-down shirt they must wear a navy blue tie. Students may wear solid white, navy blue, or grey polos with the Hyde Leadership logo. **Students may NOT wear solid navy or grey polos without the Hyde Leadership logo.** Shirts with the Hyde Leadership logo may be **purchased from Flynn and O'Hara.**

Flynn and O'Hara purchases can made:

- online at www.flynnohara.com/school/ny161; or
- at the store location: 136 Westchester Square, Bronx, NY 10461 (718) 863-7561.

Bottoms

Students may wear loose fitting khaki colored bottoms. Pants, skirts, jumpers, skorts or shorts (tailored to the knee, or no more than one inch above the knee) are all acceptable. If clothing has belt loops, belts must be worn.

No skinny jeans, khaki denim, or jeggings are permitted (this applies to Dress Down Days, Dress Fresh Friday and Manners Monday).

Sweaters/Jackets/Blazers

Students may wear solid navy blue, khaki or white button up or V-neck sweaters, jackets or blazers. Sweaters with the Hyde Leadership emblem can be purchased from **Flynn and O'Hara**. No other logos or designs are permitted.

Sweatshirts/Hoodies

Hyde Leadership hoodies and sweatshirts may be worn with student's academic dress and can be purchased from **Flynn and O'Hara**. No other hoodies or sweatshirts are permitted.

Footwear

Students may wear solid black, navy, or white stockings, knee highs or socks, and solid black or brown shoes or boots. Heels should be no more than 1 inch high. Boots should be worn under students' pants. If a student's boots are too bulky to fit under her/his pants, the student must change into school shoes upon entering the building.

Other

Modest jewelry – including watches, earrings, and bracelets – may be worn. Necklaces must be worn inside of clothing. Make-up is not permitted. Piercings should be limited to earlobes and hair should be the student’s natural color without dyes or rinses. Similarly, nail length should be in keeping with an emphasis on professionalism.

Athletic (Gym) Uniform

Gym uniforms and all athletic wear (with the exception of footwear) should be purchased from Flynn and O’Hara. Uniforms consist of navy blue shorts or sweatpants with the Hyde Leadership logo, navy blue T-shirt and sweatshirt with a Hyde Leadership logo, any color sneakers and socks. Students should come to school dressed in their athletic uniform on gym days and may NOT change after entering into the building.

Weekly Dress Code Schedule

Monday	Tuesday Wednesday Thursday	Friday
<u>Manners Monday</u> (Optional: students may also wear Standard Dress) Student and staff participants must wear professional attire.	<u>Standard Dress</u>	<u>Dress Fresh Friday*</u> (Dean’s Area Dress Down Pass Holders Only) Students who have been issued a Deans Area Dress Down pass for positive KB shares, fulfilled accountabilities, and good academic standing may participate.
Skinny jeans, spandex, jeggings baggy pants are prohibited.	Students should dress in their academic dress code. If students have PE they should wear their athletic uniform.	Dress should continue to reflect an emphasis on school appropriate attire. Skinny jeans, spandex, jeggings baggy pants are prohibited.

Dress Fresh Friday Dress Down Passes

Students must present a signed Kickboard Board (KB) report to the deans on Thursdays at 4:00 p.m. to receive their “Dress Fresh Friday” dress down pass. Students must present their dress down pass to the

school leader at the security checkpoint on Friday mornings and have it in their possession for the entire day.

Birthday Dress Down Passes

Students will also receive a dress down pass from the deans for their birthday. They must present their pass to the school leader at the security checkpoint on the morning of their birthday and have it in their possession for the entire day.

All students are expected to be in dress code prior to passing through the school security checkpoint. If a student comes to school in violation of the dress code policy, parents will be notified and 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. The only exception to this is when a student has Physical Education (PE) or Performing Arts (PA) first period. 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.** Dress code items may be purchased online at Smooth USA at www.smoothusa.com/hydeleadership.com or at a store of your choosing.

Full dress code for male and female students includes the following:

- 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 are 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). Flip flops, slippers and any type of shoe that does not have a back are not permitted.
 - **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 Leadership 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 and may be sent home to get into dress code.

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

Students change in restrooms before their PE or PA class into athletic clothing and change back into dress code after PE or PA. As a reminder, 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. Athletic dress means a white, black, gray or blue shirt and black, gray or blue shorts/sweatpants.**

III. ATTENDANCE

Regular school attendance is essential to a student's ability to learn and to flourish at Hyde Leadership Charter 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 the learning of other students. Each student is responsible for his/her attendance, in terms of coming to school and arriving on time. Parental involvement is required to assist the student in meeting this obligation.

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 parent/guardian to ascertain the reason for the absence.

Excused Absences

All absences will be reported as unexcused absences unless the school receives the following documentation:

- Doctor's note specifying the excused days (a parent/guardian note indicating that the child was sick is helpful, but will not count towards an excused absence).
- Religious holidays.
- Parent/Guardian note indicating there is a family funeral – the child will be excused only for the day of the funeral unless extenuating circumstances apply.
- Parent/Guardian 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.
- 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 and college visits must be pre-approved by the school or college counselor at least 24 hours in advance. Please notify the guidance or college office as soon as you have scheduled a visit or are scheduling a visit of a school. Students need to be at school for any part of the day that they are not on their high school or college visit.

Unexcused and Long-term Absences

If your child has an unexcused absence, please contact their Divisional main office immediately and make arrangements with your child's classroom teacher(s) for assignment completion. Depending upon the nature of the illness or emergency, students will be responsible for keeping up with their class work.

Hyde Leadership will take the following actions to address unexcused absences:

- After 3 consecutive unexcused absences, Hyde Leadership will follow up with family.
- After 5 consecutive unexcused absences, a home visit will take place on the 6th day and the Administration for Children Services (ACS) may be notified regardless of reason for an unexcused absence.
- ACS may also be notified when:
 - a suspended student does not return after a period of suspension.
 - a student with special education services does not report to a new placement.
 - a student cannot attend school due to lack of required immunizations.
 - it is necessary to conduct an investigation to confirm a student's residence.
 - a student shows signs of being chronically truant.
 - requested by the Executive Director/ Division Directors if he/she believes a child to be in danger due to neglect.

Accountability for Unexcused Absences

Hyde Leadership will call home every day a student is absent beyond 6 total days during a school year.

- After **6** unexcused absences, Hyde Leadership will call the family and a letter will be sent to the family reminding them of the attendance procedure.
- After **12** unexcused absences, the family will be called in for a meeting with school leadership.
- After **18** unexcused absences, the family will meet with the School Executive Director.

Students are expected to not exceed 18 unexcused absences in any given school year. Students who have 18 or more unexcused absences may be in danger of being retained in their current grade for another year.

Absences around Holidays

Scheduled holidays and long weekends form natural breaks in the flow of the school year. The days before and after holidays and long weekends 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. Therefore, parents /guardians are asked not to take their children out of school on these days.

Tardiness, Early Dismissals, and Appointments

Parents/guardians are expected to notify the main office if their child will be tardy or absent by 7:45am on the day of the absence or arriving late to school.

If your child has an appointment that requires him/her to leave early, the parent/guardian must notify

the Main Office in advance and in writing. 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 with the date and time for the early dismissal. It is very important that parents follow this early dismissal procedure. This will ensure the safety and well-being of every student. Please note that any adult picking up a student early from school must come to the appropriate Divisional office. She/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.

Arrival to School

Students are expected to arrive at school between 7:30 and 7:45 a.m. Students who plan on eating breakfast should arrive at 7:30 a.m. Elementary and High School Students **MUST** be in homeroom and ready to begin instruction by 8:00 a.m. Middle School Students **MUST** be in class and ready to begin instruction by 7:55 a.m. Attendance is taken promptly, and students who arrive at homeroom after the door closes at 8:00 a.m. will be marked as tardy. Please note that many students in the 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.

Elementary School Late Arrival

Students arriving after 8:00 a.m. in the Elementary School must be accompanied by a parent/guardian to sign-in the student in at the Elementary School Office on the first floor. In the Middle and High Schools, late students must sign-in at their Main Offices. All students are subject to Hyde Leadership's tardy policy as defined by the Division.

Middle School Arrival and Lateness

Middle School students must arrive to school by 7:50 a.m. Students who arrive late are required to get a late pass from the administrator on duty at the point of entry or the main office. Students who arrive after 7:50 a.m. must call home upon arrival and are required to serve same day late detention.

High School Arrival and Lateness

High School students must arrive to school by 7:55 a.m. Students who arrive late are required to get a pass from the main office. Students who arrive after 8:05 a.m. must call home upon arrival. Late students miss valuable class time and do not receive their laptops during homeroom (they receive them later in the morning), further affecting their learning opportunity.

Dismissal

Students are dismissed at 3:10 p.m. from Monday to Thursday. Yellow bus service students are dismissed at 3:00 p.m., as buses leave the school at 3:15 p.m. Students are dismissed at 12:30 p.m. each Friday for faculty professional development. Yellow bus service students are dismissed at 12:20 p.m. as buses leave at 12:35 p.m. Lunch is provided on early dismissal days. This is the best day for parents to

schedule afternoon doctor and dentist appointments for their child.

Parents must observe Hyde Leadership's school release times. If parents are unable to pick up their child on time, it is the responsibility of the parent/guardian to make arrangements for the child to be picked up **ON TIME**. Changes in dismissal processes for any child must be communicated to the Main office of the appropriate Division prior to 2:00 p.m.

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 achieve their highest potential. Teachers will facilitate learning through a curriculum that is geared to helping students become more curious about their academics.

Teachers will assist students in:

- Developing the knowledge, skills, and habits they need to make sense of the world around them, solving problems and expressing themselves clearly.
- Developing the character traits represented in the Five Words and Five Principles and the positive attitudes and habits that accompany those traits.
- 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 Leadership definition of curiosity: “I am responsible for my own learning.”

The Hyde Leadership 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 Leadership is a rigorous college preparatory program with high expectations for student performance and work habits. Students receive homework every day. With Hyde Leadership’s high standard of excellence, students must complete homework as assigned, and on a consistent basis.

Grading at Hyde Leadership Charter School

Elementary School

Students in K-3rd grades are graded based on progress towards grade level standards in each subject area. Character grades are aligned to expectations associated with the Agreements aligned with the Hyde Five Words. Those grades are reported to parents twice per quarter.

Middle School

Students in grades 4-8 receive two grades quarterly: an Achievement grade and an Effort grade. The Achievement grade will make up 80% of the Final grade and the Effort grade will make up 20% 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 and students use the end of quarter Excellence, Effort, Motions (as in “going through the motions”) and Off-track (EEMO) grading rubric as a final piece of data used to calculate the effort grade. The EEMO scale is used as a means to promote character development at Hyde Leadership.

Achievement Grade

Elementary School Grading Scale

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	C+ (77-79)	= 2.3
A (93-96)	= 4.0	C (73-76)	= 2.0
A- (90-92)	= 3.7	C- (70-72)	= 1.7
B+ (87-89)	= 3.3	D+ (67-69)	= 1.3
B (83-86)	= 3.0	D (65-66)	= 1.0
B- (80-82)	= 2.7	F (below 65)	= 0.0

Middle and High School EEMO Grade

As stated above, the EEMO scale is used as a means to promote character development at Hyde Leadership. EEMO meetings usually take place once a quarter in middle and high school. Students are required to participate in the EEMO 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 Leadership values both effort and achievement by awarding grades for each of these qualities at the end of a grading 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/he 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/his 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.

High School Grades

SEMESTER GRADES		
Overall Quarter 1 (or Quarter 3)	Overall Quarter 2 (or Quarter 4)	Comprehensive Exam (Final or Midterm)
45%	45%	10%

QUARTER GRADES				
ACHIEVEMENT	EFFORT			
80%	20%			
<i>Individual Departments will develop a uniform breakdown for the achievement grade to be used by all teachers in all core departmental courses. This breakdown should reflect mastery of the prescribed core standards.</i>	Assignment Effort	Homework Effort	EEMO Self-Assessment	EEMO Teacher Assessment
	5%	5%	5%	5%

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. All 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. Hyde Leadership reserves the right to withhold report cards in the event that a student has unreturned school property or unpaid fees. It is the expectation that all school property (i.e. textbooks, Chromebooks) and any unpaid fees are satisfied by the end of the school year.

Progress Reports and Report Cards

Parents pick up progress reports at Parent-Teacher Conferences held midway through each quarter. In elementary school, progress reports are sent home with the students in their Bring Everything Everyday (B.E.E.) folders. 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. Middle and High School report cards are issued four times a year and are distributed at family events or 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 defined as 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 defined as 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, footnotes, 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 and 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 Leadership 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.

Middle and High School 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.

Elementary School Retention and Promotion

Students in the elementary school must demonstrate grade-level proficiency, as measured by student work and assessments, to be advanced to the next grade level. Failure to meet standards during the school year may result in mandatory summer school participation and possible retention.

Throughout the school year, discussions take place among grade-level teachers and members of the Student Support Team to determine the best interventions for students that are struggling to meet grade level standards. Starting early in the second semester, a communication is sent to parents indicating the possibility of Promotion in Doubt for their child. Updates are sent to parents at least every four weeks. A final determination about placement for the next grade level is made by the Student Support Team, upon consideration of multiple measures of data for each student. The criteria for placements include developmental appropriateness, social maturity, and classroom balance. Children are assigned to the teacher and group in which it is felt they will be most successful.

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 Division Director to discuss his/her concerns prior to the beginning of May.

Middle School Retention and Promotion

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

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.

In grades 4-7, a student may be retained if one or more of the following criteria applies:

- Failing one or more class for the year (average below 65);
- Performing below grade level in reading and/or math;
- Accumulating 18 or more absences; and/or

- Reading two or more levels below grade level (as determined by the NWEA MAP assessment).

In grade 8, 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);
- Performing 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); and/or
- Failing to successfully complete the Algebra I and Living Environment Regents examination at the conclusion of their 8th grade year.

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 Retention, Promotion and Graduation

In our mission as a college-preparatory school, Hyde Leadership Charter School expects its students to exceed minimum state promotion and high school graduation requirements, which are listed below:

- One credit is earned per semester for each completed 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 is 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

At the end of the first semester, students who are in danger of not meeting the promotional criteria outlined above will meet with a member of the High School Leadership Team. Parents are expected to attend meetings that are scheduled to discuss academic progress. During the meeting the student, parent and High School Leadership Team member will outline the student's current diploma progress and develop plans for improved academic success. Members of the High School Leadership Team remain in regular communication with students and families throughout the spring semester in order to carefully track academic progress. At a minimum, parents and students are expected to meet to review progress twice during semester two, once following issuance of progress reports and again at the end of the semester. Promotion is finalized at the end of August upon review of additional credits, if any, earned during summer school.

Summer Programs

Elementary School Summer Program

Hyde Leadership Elementary School offers opportunities for students to build on foundational skills in literacy and mathematics through engaging and authentic activities that promote fluency and growth towards grade level standards. Registration is by invitation only and limited in order to provide a smaller teacher to student ratio than during the regular school year.

Middle School Summer Programs

Middle School students attend summer school at other local public schools. Hyde Leadership facilitates the registration and enrollment process by working closely with families, the NYC DOE Office of School Design and Charter Partnerships, and the public schools students will attend during the summer. Summer school mandates are based on core-subject failures.

Hyde Leadership 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 she/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 their Division Director.

Students may 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.

High School Summer Program

Rising sophomores and juniors attend summer school at other local public schools. Hyde Leadership facilitates the registration and enrollment process by working closely with families, the NYC DOE Office of School Design and Charter Partnerships and the public schools students will attend during the summer. Summer school mandates are based on core-subject failures.

Rising and retained seniors complete online credit recovery and/or full classes at Hyde Leadership High School with the support of high school teachers.

Summer Bridge

Summer Bridge is an orientation program that serves to prepare incoming 9th graders needing additional

support in math, science, and English for the challenges of high school.

After School Programs

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

- Students in K-3rd grades may participate in the New York Junior Tennis and Learning or Graham Windham programs. These programs require an application and enrollment, and are filled based on a first come, first served basis. Applications and registration forms are generally available in July, prior to the beginning of the school year.
- Students in need of additional support in order to achieve grade level standards will be provided the opportunity to participate in intervention sessions provided by teachers from 3:20 p.m.-4:00 p.m., Monday, Wednesday or Thursday. These sessions are available by invitation only throughout the school year.

Hyde Leadership Middle School has partnered with New York Junior Tennis and Learning to provide a more comprehensive after school program. After school begins at 3:00 p.m. for students who are not participating in 9th period classes Monday to Thursday and ends at 5:30 p.m. On Fridays, the program is in session from 12:30-4:30 p.m. Families can enroll their students at the beginning of each school year and throughout the year as space allows.

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

V. CO-CURRICULARS

Athletics

Sports reinforce and teach many of the core principles that Hyde Leadership Charter School 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 sports may 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:

- Attendance at practice and games
- Participation
- Work rate and effort
- Commitment to personal and team best
- Behavior
- Sportsmanship: respect for coaches, teammates and opposition

Elementary School Clinic Series could include depending on student interest:

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

Middle School

Hyde Leadership offers the following seasonal sports for middle school students in partnership with New York Junior Tennis and Learning:

- Girls Basketball
- Boys Basketball
- Girls Soccer
- Boys Soccer
- Boys Baseball
- Cheerleading

High School

Prior to graduation, each student must successfully participate in two seasons of competitive athletics in one of the following sports:

- Hyde Leadership Women’s Varsity Soccer
- Hyde Leadership Men’s Varsity Soccer
- Hyde Leadership Flag Football
- Hyde Leadership Women’s Varsity Basketball

- Hyde Leadership Men’s Varsity Basketball
- Hyde Leadership Varsity Baseball
- Hyde Leadership Varsity Softball
- Hyde Leadership Junior Varsity Softball
- Hyde Leadership Women’s X- Country

All students 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 National Collegiate and Athletic Association (N.C.A.A.) eligibility center if they are interested in competing in Division 1 or 2 intercollege athletics.

Student Athlete Eligibility Rules and Regulations

Eligibility Rules and Regulations shall apply uniformly to all high school students at Hyde Leadership Charter School, as follows:

- The High School Division Director 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 sports league the student intends to join.
- A student is eligible to participate in an interscholastic sports program immediately upon lawful registration and entry into Hyde Leadership or any 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:
 - 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.
 - 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.
- A student may participate on one or more teams but only for the school in which he/she is a full-time student.
- 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 postseason 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*).
- Eligibility of any student to compete in a postponed game shall be determined as of the date on which the game is actually played.
- A student must comply with the City-wide Standards of Disciplinary and Intervention Measures.

- A student who is enrolled in the sports program must comply with each of the athletic eligibility requirements with respect to the timely submission of completed medicals and parental consent forms, academics, age, attendance, and good citizenship.

Scholastic Eligibility

The following outlines scholastic eligibility requirement for all students:

- A 4+1- 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 for 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.
- 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 Athletic Director of academics or an equivalent position for concrete accountability.
- If two Physical Education classes are taken, at least one must be passed.
- 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.
- At least three of the five subjects passed must be major subjects (English, mathematics, social studies, foreign language, or science).
- 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.
- 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.
- 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 two subjects toward the 4+1 rule and two credits toward the 8 credit rule.
- 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 #5.
- 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.
- Requirements for credit-bearing coursework are waived for special education students participating in alternate assessments. All other eligibility requirements apply.
- 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.
- 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.

- 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 an 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.
- 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

The following outlines attendance requirements for all students to maintain scholastic eligibility:

- 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.*
- 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 Division Director 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 Athletic Director. Absences due to court appearances may be approved upon submission of documentation to the school Athletic Director.
- 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.
- A 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 above.

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

Below are Age/Grade eligibility requirements for athletic program participation:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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 and Penalties

The following pertains to ineligible student requirements and penalties:

- 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:
 - 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.
 - If the offending team has gone on to compete in the playoffs they will forfeit their last playoff contest (including the championship).
- For individual sports (Swimming, Track and 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:

- Competing for money or other compensation. Allowable travel, meals and lodging expenses may be approved.
- 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.
- Capitalizing on athletic fame by receiving gifts of monetary value. Scholarships to

- institutions of higher learning are specifically exempted.
- Signing a professional playing contract in a sport.

Eligibility Determinations

The following policies will be followed to determine a student's eligibility if questioned:

- When a student's eligibility is questioned, the Athletic Director shall be requested to verify the student's record. All evidence prepared by the Athletic Director in regard to the student shall be submitted to an Eligibility Review 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.
- If sufficient evidence is presented by a Division Director to the League showing 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.
- The decision may be appealed to the N.C.A.A. for a final ruling.

VI. HYDE LEADERSHIP CHARTER SCHOOL 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 Leadership 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 some or all of the following activities:

- Discovery Group
- Journaling
- School Meetings
- Concern Meetings
- Adventure Education
- Showcase
- Deans Area

Elementary School Discovery Groups

Each elementary school 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. Discovery groups are 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. In the Elementary School, discovery groups are incorporated into the daily activities during Morning Meetings and Closing Circles with their classroom community.

Journaling

Journaling is a reflective activity that can be done by elementary school students 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 Leadership 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 Leadership, 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. In the Elementary School, journaling takes on many forms (drawing, acting out, discussions, etc.) and generally sharing is incorporated into Morning Meetings and Closing Circles..

School Meetings

School meetings are a critical part of our elementary, middle, and high school programs. School meetings 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, rowing, rock climbing, group problem-solving, field initiatives, and ropes courses allow students to surpass their perceived limits. These actions, along with reflection, 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.

Middle School Discovery Groups and Showcase

Middle School students participate in Discovery Groups and in a Showcase once each year. For Showcase, two or three Discovery Groups join together to create a song and dance performance related to a Hyde Leadership 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 middle school 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 performance.

Dean's Area (Middle and High School only)

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 or need space and/or time to reflect in order to be at their best.

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 Hyde Leadership 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 our school faces, we have created an explicit process of action and reflection. 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 an 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 Division 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 activities:

- 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 Leadership 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 striving to be 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 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 she/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.

Rest and Return and Student Support Center (Elementary School only)

Students in the Elementary School are given every opportunity to learn how to self-manage and reflect within the classroom with their teachers and peers. The Rest and Return area is a safe space that allows students to remove themselves from immediate stressors, collect their thoughts and emotions, reflect on them, and return to learning when they are ready. Each Elementary School classroom has a Rest and Return area.

When a different setting is necessary, students may be taken to the Student Support Center. This is a safe and supportive environment away from the classroom and their peers where students are supported by a trained adult in de-escalating their behaviors to a safe level. Once at that level, students are guided to reflect on their choices and think about how to repair the relationship with others, if necessary, and return to the classroom community as quickly as possible. Parents will always be contacted if their child has visited the Student Support Center.

Hyde Leadership Charter School is a family-oriented school, and operates best when parents/guardians build a partnership with the school grounded in respect, support, and trust. Parent/Guardian 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 BILL OF RIGHTS, SAFETY AND DISCIPLINE

Student Bill of Rights

All students attending Hyde Leadership Charter School have fundamental rights. The following sets forth the Hyde Leadership Student Bill of Rights.

- Students have the right to feel safe and respected at Hyde Leadership whether in class, in the hallways, on the bus, on the playground, or when engaged in after school activities.
- A Hyde Leadership student should not feel like another student, teacher or staff member is harassing, intimidating, or bullying him/her to the point where it is hard to learn or concentrate.
- A Hyde Leadership student should not have to listen to threats that would cause him/her to fear for his/her physical safety in the school building.
- A Hyde Leadership student should not be subjected to comments or actions that make him/her 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.

Remedies for Perceived Violations of the Student Bill of Rights

At the beginning of each school year, all Hyde Leadership students receive an orientation on the Student Bill of Rights. The orientation includes instructions on what students may or should do in the event they believe their rights are being violated or they feel they are being maltreated.

In the event a student feels that his/her rights have been or are being violated, there are various potential remedies available to students. Elementary students are encouraged speak with any adult they feel comfortable with in order to express their concern. Middle and High school students are encouraged to use conferencing as a problem solving or response mechanism. Conferencing provides the opportunity for students to work out a conflict before a situation escalates. Conferences are monitored by a Hyde Leadership staff member or trained student leader. Students are also encouraged to talk to their parents about the situation so that school staff can work with the student and parents to make the student feel safe in school.

Sometimes students young or old need the help of an adult when it's too hard to work something out on their own. Students should therefore talk to or write to any staff member with whom he/she feels comfortable. All concerns and claims will be taken seriously and shared with a member of the Leadership Team (ES) or the Dean of Students (MS and HS). To the extent necessary, an investigation may be initiated and/or disciplinary measures will be invoked as appropriate to address incidents that are found to be in violation of the Hyde Leadership Student Bill of Rights.

Student Safety and Discipline

Student discipline is fundamental to learning at Hyde Leadership Charter School. 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 Leadership 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 (described below) either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from a Hyde Leadership 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 Leadership, adversely affects overall school discipline, and/or results in a criminal charge or conviction. Hyde Leadership provides a fair and consistent approach to student discipline, within the context of students' rights and responsibilities pursuant to state and federal mandates and regulations.

Prohibited Student Conduct

Infractions that are subject to correction or disciplinary action include, but are not limited to, the following:

1. Possession of a bomb or facsimile possession or making a 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 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.
5. Possession and/or use of drugs or alcohol; misuse of prescription or over-the-counter drugs.
6. Harassment (see definition below).
7. Bullying (see definition below).
8. Hazing (see definition below).
9. Robbery or theft.
10. Abuse of or destruction of property/vandalism.
11. Fighting another student, on or off campus, within or outside the school day.
12. Unsafe behavior (including, but not limited to horse-playing, running in the building, being disruptive during an emergency drill).
13. Imposing physical harm to a student or staff member (includes unwanted physicality such as kicking, pushing, hitting, spitting, or biting).
14. Unwanted physicality (including, but not limited to, kicking, pushing, hitting, spitting, or biting).
15. Vandalism/graffiti.
16. Sexual activity (consensual).

17. Sexual harassment.
18. Sexual assault.
19. Possession and/or distribution of pornographic material.
20. 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).
21. Gambling.
22. Violation of students' or staff's personal property.
23. The commission of any misdemeanor or felony.
24. Disrespect (including, but not limited to, disrespectful non-verbal behaviors, gossiping, teasing, hurtful language, obscene language or gestures, profanity).
25. Computer abuse and/or use of computers for non-school related use, including viewing or accessing prohibited sites.
26. Violation of privacy.
27. 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 others.
28. Trespassing on school property while school is not in session.
29. Dress code violations.
30. Dishonesty/Lying (including academic dishonesty: plagiarism/cheating/forgery).
31. Perpetual tardiness to school/class/activities; cutting school/class/activity; truancy.
32. Leaving the classroom, school building, school property or school-related or sponsored activity without permission.
33. Insubordination (including, but not limited to running away from a staff member, refusal to follow directions, refusing accountability).
34. Bringing prohibited electronics (e.g. phones, iPods, MP3 players, etc.) into the building.
35. Encouraging or assisting another to commit any of the foregoing infractions.
36. Any threats to commit any of the above infractions.
37. Any other conduct that the student knew or reasonably should have known was prohibited that warrants discipline based on the review of the Executive Director.

Hyde Leadership Charter School 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.

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/her physical safety. Such conduct, verbal threats, intimidation or abuse includes, but is not limited to, 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 and youth 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).

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, hazing, bullying, discriminatory, or other inappropriate behavior must take immediate and appropriate action to investigate or determine what occurred and then make a report to the Leadership Team (ES) or Dean of Students (MS and HS). If a faculty or staff member, ES Leadership team member, or Dean of Students determines that harassment or other inappropriate behavior has occurred, they must take prompt and effective steps reasonably calculated to end the behavior, eliminate any hostile environment, and prevent the behavior 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 or inappropriate behavior, 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 Hyde Leadership's Prohibited Student Conduct or other policies do not require that the misconduct be addressed. Disciplinary measures will be invoked as appropriate to address incidents of discrimination, harassment, or other prohibited behavior.

Suspensions

In-school Suspension

In-school suspensions are issued by appropriate school designees. 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 the work during the day. They may also be required to do community service within the school to offer something back to the community.

Out-of-school Suspension

Out-of-school suspensions are issued by appropriate school designees. Out-of-school suspensions may be issued 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 and an opportunity to question complaining witnesses. 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 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 the conference, elementary students are expected to address any teacher(s), student(s) or staff members involved in the incident (s); middle and high school students are expected to complete a writing assignment and speak with at least three people in the community to address their negative and positive attitudes and behaviors.

Additional Disciplinary Procedures for Students with Disabilities, to include due process protections, are contained in section Additional Disciplinary Procedures for Students with Disabilities on page 58.

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 Leadership 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 Leadership 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 students 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, whichever period is shorter.

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 Leadership 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 Leadership community. Expulsion can be ordered by the Hyde Leadership Executive Director for any behavior or action that warrants serious discipline, including those measures previously outlined in the Prohibited Student Conduct Section on pages 53 and 54 of this Handbook or other serious misconduct that the student knew or reasonably should have known was prohibited. A student may also 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/guardian of the student in the parents/guardians' 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. However, oral notification may only be used to supplement, not substitute for, the requisite written notice.

The written notice shall:

- Describe the basis for the expulsion;
- Provide information about how the student may complete assignments and engage in academic activities during the time of exclusion from the class;
- Advise the parents of the student's right to a formal hearing before the Executive Director;
- State that the student has a right to legal counsel at the hearing; and
- 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 parents or guardians 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 to the Chairperson of the Board of Trustees. Once the appeal is received, the record of the hearing before the Executive Director will be reviewed and a decision will be rendered within 30 days of the receipt of the appeal. The Board of Trustees may adopt, in whole or part, the Executive Director's decision, or overturn it.

Additional Disciplinary Procedures for Students with Disabilities

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

Generally, a student with or suspected of having a disability may be removed from a classroom, suspended or excluded from his/her current educational program in the same manner as his/her non-disabled peers. During the first ten (10) days of exclusion from his/her educational program a student with a disability will be provided with alternative instruction to the same extent as students in general education as outlined above. Additionally, under IDEA the removals outlined above are considered a disciplinary change of placement that require further safeguards. A disciplinary change of placement occurs if:

- As a result of a disciplinary action the student is excluded from his/her current educational program for more than ten (10) consecutive school days; or
- The student has been removed or suspended in the aggregate of more than ten (10) days and the series of suspensions/removals constitute a pattern.

When a disciplinary change of placement occurs, a manifestation determination review meeting must be held. A manifestation team convenes to determine whether the conduct was a manifestation of the child's disability. The manifestation team consists of (1) someone from the child's Committee on Special Education (CSE) (for students with IEPs) or from the 504 Team (for students with 504 Plans) who is knowledgeable about the child and can interpret information about child's behavior generally, (2) the parent/guardian, and (3) other relevant members of the child's IEP team (for students with IEPs) or of the 504 Team (for students with 504 Plans), as determined by the parent and IEP team or 504 team members. The manifestation team shall convene immediately if possible, but no later than 10 days after the decision to that results in a disciplinary change of placement.

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 team 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 IEP team or 504 team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") as a part of a revised IEP or 504 plan to address the behaviors giving rise to the conduct, unless an FBA and BIP were conducted and implemented prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised as a part of a review/revision of the IEP or 504 plan, if necessary, to address the behavior.

Moreover, the child must also be returned to his/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:

- 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 Leadership;
- 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 Leadership; or
- 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 Leadership.

If the child exhibits one of the above three behaviors, the Committee on Special Education (CSE) or the 504 Team 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 or Section 504.

Student Searches and Interrogations

Hyde Leadership 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 Hyde Leadership's Prohibited Student 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 school's Board of Trustees authorizes the Executive Director and his/her designees 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 Leadership-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 Leadership-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 Leadership 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 Leadership 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 a student will be present when her/his possessions are being searched.

Student Lockers, Desks and Other School Storage Places

Policies 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.

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 the 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/her title and position.
7. Witnesses, if any, to the search.
8. Time and location of the search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental/guardian notification. The Executive Director or the Executive Director's designee shall be responsible for the custody, control and disposition of

any illegal or dangerous item taken from a student. The Executive Director or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until each item is turned over to the police. The Executive Director or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Police Involvement in Searches and Interrogations of Students

Hyde Leadership 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;
2. Probable cause to believe a crime has been committed on school property or at a school function.

Before police officials are permitted to question or search any student, the Executive Director or his/her designee shall first try to notify the student's parent/guardian to give the parent/guardian the opportunity to be present during the police questioning or search or consent to the interrogation/search. If the student's parent/guardian cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless a crime has been committed on school grounds. The Executive Director 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 our 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 as required pursuant New York State Social Services Regulations.

All requests by child protective services to interview a student on school property shall be made directly to the Executive Director or his/her designee. The Executive Director or his/her designee shall set the time and place of the interview. The Executive Director 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.

A child protective services worker may not remove a student from school property without a court order

or parental consent, unless the worker reasonably believes that the student would be immediately subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be immediately 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

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, parent discovery group meetings, and family Saturdays. The Family Education Department is comprised of 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 Leadership students.

Admissions

As a public charter school, Hyde Leadership is open to any student residing in New York City. Families are expected to participate in a family meeting (once admitted via the lottery) in which the rigorous demands of both our academic and character/family programs are discussed. Parents/Guardians are expected to participate in Discovery activities and 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 Family Orientation prior to the opening of the school year.

Parent Discovery Meetings

The most important aspect of the FED is the hosting of Parent Discovery Meetings. For each meeting 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 parent meetings are scheduled on weeknights.

Saturday Family Days

Family Days are held two Saturday's each year for Middle and High School families and one is held for Elementary School families. Students and their parents or guardians are required to attend these Saturday events together. For families who have students in more than one grade, the parent or guardian is encouraged to attend the fall event for one sibling and the spring Saturday event with the other(s). It is encouraged that in a family where multiple students attend Hyde Leadership, 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 offers 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 Foundation affiliated boarding school campus and are generally held Friday p.m. to Sunday at noon, for the Middle and High schools. Elementary families are invited to attend a 3rd grade family retreat, in which all families are invited to participate in a day trip with their child. Families are encouraged to attend one 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. These are:

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/Guardian Leadership

Parent Council

Hyde Leadership parents and guardians will work with the Division Directors to provide parent input and guidance on issues and matters affecting our students. Parent Council is open to all Hyde Leadership parent and guardians. Parents and guardians are notified about meetings via flyers sent home via backpack. Parents and guardians are welcome to add agenda items by reaching out to their Division Director in advance of the meeting.

Parent Facilitators

Parents/Guardians 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/guardians to facilitate all groups in the future.

IX. PARENT/GUARDIAN CODE OF CONDUCT AND RESPONSIBILITY

Visitors, Meetings, and Volunteers

At Hyde Leadership Charter School we are very fortunate to have supportive parents/guardians. Our parents/guardians 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 parents/guardians 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 Leadership, all visitors – including parents/guardians – 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 to announce staff of your arrival. A visitor's badge MUST be worn at all times while in the building. If any visitors, including parents/guardians, 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.
- Barring from school events.
- The police may be called, and a restraining order may be filed.
- Permanent barring from the building.

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 offenses). 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 earshot of others).
- Making threats of bodily harm, violence, or any type of terrorism, bombing, shooting, or murder.
- Falsely accusing Hyde Leadership 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 Leadership 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 Leadership staff members, parents/guardians 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/guardians 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/Guardians who volunteer on a regular basis or chaperone on field trips will need fingerprint clearance from the NYC DOE. Volunteer applications are available at the FED at 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/guardian desires to visit his/her child's classroom for observation purposes, the parent/guardian must sign in at the Main Office and will receive a visitor's badge. Parent/Guardian 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 Division Director or a staff member from the Main Office will escort the parent/guardian to the classroom. If a parent/guardian 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/guardian will be escorted back to the Main Office to sign out of the building.

Parents as Chaperones

For many field trips, parent/guardian volunteers will be asked to serve as chaperones. In fairness to the children, and to assure that all parents/guardians have the opportunity to chaperone, parents/guardians may be asked to accompany only one trip. Chaperones must be fingerprinted and be cleared by NYC DOE in order to supervise children. 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 correct time of day;
- 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 to 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, she/he must sign in at the security desk. The parent/guardian will then be directed to the Main Office to drop off the item. 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/guardians follow the early dismissal procedures. This will ensure the safety and well-being of every student. Each early 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. She/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. Changes in dismissal procedures for specific students must be requested prior to 2:00 p.m. Monday to Thursday and 11:00 a.m. on Friday.

Late Pick-up of Students

Parents/Guardians must observe Hyde Leadership'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 afterschool programs may lead to the student's removal from after school programming.

Parental Grievance and Complaint Policy

Hyde Leadership Charter School 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 Division's leadership team. If the matter is not resolved to your satisfaction, you should approach the Executive Director. 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 of each school building. For allegations relating to a potential violation of the Charter Schools Act, Hyde Leadership charter, or any other provision of law relating to the management or operation of the School, if you conclude that the Hyde Leadership Board has not adequately addressed your complaint, you may then present your complaint to the school's authorizer, the State University of New York (SUNY) Charter School Institute. 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, 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 Leadership school community. Without your commitment to upholding these values and expectations, our work with your child is incomplete.

At the heart of the Hyde Leadership vision lives the belief that the parent/guardian is the primary teacher and that the home is the primary classroom. Student success at Hyde Leadership is directly linked to the commitment of parents/guardians 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/guardians and school staff will work together in these efforts.

X. TITLE I PARENT/GUARDIAN'S RIGHT TO KNOW TEACHER QUALIFICATIONS

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

As a recipient of these funds, Hyde Leadership Charter School 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/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 Leadership 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 Chief Operating Officer.

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 business days after Hyde Leadership Charter School receives a request for access.

Parents/Guardians or eligible students should submit to the school's Chief Operating Officer (COO) written request that identifies the records they wish to inspect. The COO will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request an amendment to aspects of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents/Guardians or eligible students who wish to ask Hyde Leadership 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/guardian or eligible student, the school will notify the parent/guardian 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/guardian 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 or 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 volunteers or consultants may include, but not be limited to, 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/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. Parents and eligible students have 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

Freedom of Information Law (FOIL)

It is the policy of Hyde Leadership Charter School to fully comply with the Freedom of Information Law (FOIL). FOIL is a New York State Law that provides the public with the ability to access certain records. Information on the policy and procedures for access to records is posted and available in each school's main office. Please see the Freedom of Information Law (FOIL) Notice Regulations for Providing Access to Public Records posted in the schools' main office for complete information on your rights and ability to access documents at Hyde Leadership. You can also find out more information about FOIL on our website: <http://www.hydebronxny.org>.

FORMAL ACKNOWLEDGEMENT OF HANDBOOK RECEIPT AND REVIEW

We, the undersigned, have been advised that the Hyde Leadership Charter School Student and Family 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 Family 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/Guardian Name

Parent/Guardian Signature

Date