

HIGH SCHOOL FOR ENVIRONMENTAL STUDIES

444 West 56th Street
New York, NY 10019

Telephone: (212) 262-8113
Website: www.envirostudies.org

STUDENT PLANNER 2016-2017

Amber Najmi-Shadid,
Principal

Michael Bordwell, Assistant Principal, Humanities and the Arts, World
Languages

Rachel Cornelius, Assistant Principal, Mathematics, Science, Programming
and Athletic Director

, Assistant Principal, Administration, Pupil Personnel Services,
Attendance

Maximillian Sugiura, Assistant Principal, Administration, Technology,
Instructional Support Services, ESL

, Assistant Principal, Administration, Organization, Safety & Security,
Physical Education and Health

This Planner Belongs To:

Name: _____

Address: _____

City: _____ Zip: _____

Phone: _____

Dear Students and Parents:

Welcome to the High School for Environmental Studies (HSES), the first school of its kind in the nation. HSES opened its doors in 1992 with 150 ninth graders. This year, there will be approximately 1300 students, grades 9 – 12.

Our school is a showcase for Environmental Studies. The facility includes a state-of-the-art Library Media Center, full orchestral instruments, a rooftop garden, an art/ceramics studio, weight and yoga rooms, and a collegiate size gymnasium.

Our faculty is continually developing exciting interdisciplinary curricula that include an array of courses in the humanities and sciences. HSES is designed to prepare students for success in our nation's top four year colleges and universities.

As an HSES student, it will be your responsibility to become an active participant in your school and community. You will have many opportunities to become involved: the internship program, student activities, community services projects, and independent research are just a few of the available options. As you progress through HSES, you will develop the skills needed to make sensitive and intelligent decisions about your world and your environment.

As an HSES parent, we strongly encourage you to take an active role in your child's education and in our Parent Teacher Association which meets once a month (the first Wednesday at 6:30 p.m.). In addition, we also encourage you to become involved with our School Leadership Team (SLT).

Our facility offers us a reminder that care and concern for the environment begins with the responsibility of caring for our school. Since this is our "home," the responsibility for taking care of it belongs to all of us.

We welcome you to the HSES school community and look forward to working closely with you to ensure that you leave our school college and career ready.

Sincerely,
Amber Najmi-Shadid
Principal

VISION

The vision of the administration, staff and *Friends of HSES* is to create a learning environment that continuously empowers and motivates students, administrators, staff and families; prepares every student for life-long learning and scholarly pursuits or traditional professions; rigorously meets the needs of and prepares every student to be a creative problem solver and a competent decision maker; and sets the pace and models the standard by which other schools will be measured.

MISSION

The mission of HSES is to reach high standards of excellence by providing a unique curriculum that combines environmentally infused college preparatory courses with applied-learning experiences and hands-on programs that incorporate the rich cultural, economic and social diversity of New York City. It is the further mission of HSES for families, students, administration, staff and friends to maintain high values, work collaboratively to identify issues, define goals, formulate policies, implement activities, empower everyone within the HSES community to excel, challenge and motivate all learners and provide an open avenue of communication and cooperation.

THE *FRIENDS OF HSES*

The Friends of HSES brings additional financial, human and in-kind resources to help realize the environmental mission of HSES. Incorporated as a tax exempt organization under Internal Revenue Code Section 501(c)(3) in 1996, *Friends* provides after-school, summer and year-round academic activities for HSES students designed to support the development of these young people as leaders in the conservation movement and as environmental stewards in whatever career path they choose. For the past twenty three years, *Friends* has provided HSES students with opportunities to expand their learning experiences beyond the classroom walls.

INTERNSHIP PROGRAM

The Internship Program is a service-learning program in which students receive academic credit for volunteer work at multiple sites across New York City. The program is open to all 10th graders and requires a minimum of 108 hours of service over the span of 8 months. Students in the program can choose to volunteer at one of many sites around New York City. These sites have included traditional conservation and science based organizations like the American Museum of Natural History, the Manhattan Borough President's Office, the New York Aquarium, and the Prospect Park Zoo, as well as corporate organizations such as Toshiba. Site placement choices may also include day care centers and homes for the elderly. The Internship Program encourages students to make environmental links in any position they take and to also complete a legacy project – a means by which students leave something of themselves at their internship site. Internship service is supplemented by a bi-monthly Advisory Class. In this class, students are taught how to write a resume and interview for a job. They also meet professionals (managers, attorneys, consultants) who are active in the environmental field and discuss topics relevant to environmental studies and the internship experience.

STUDENTS WITH DISABILITIES

At HSES, our students with disabilities receive all of their mandated services within a variety of instructional settings to meet their academic, social, and emotional needs. Our goal is to graduate every student who has an IEP with a Regents diploma and to graduate students with career goals and the skills to achieve those goals. Our goal is to move students to the Least Restrictive Environment possible.

In order to help students become college and career ready, we offer a continuum of settings and services to meet the needs of individual learners. Our speech teacher and related service providers work with students inside, as well as outside of the classroom. We have guidance counselors fully dedicated to our students with disabilities so that we can best meet the programming needs to fulfill graduation requirements for all our students. Our transition team facilitates connections with post-high school programs.

Our students with disabilities participate in all school activities, including our internship program, sports teams, environmental school projects, and after-school clubs. If you need further information, please contact the Assistant Principal of Instructional Support Services at (212) 262-8113, ext. 3110.

PEOPLE AND PLACES AT HSES

Main Telephone Number: (212) 262-8113

		Room	Phone
Principal	Amber Najmi-Shadid	3018	3183
Assistant Principal (Organization, Safety & Security, Physical Education & Health)		2025	2250
Assistant Principal (Pupil Personnel Services, Attendance)		2005	2050
Assistant Principal (Social Studies, English, Music/Art/World Languages)	Michael Bordwell	2032	2280
Assistant Principal (Math, Science, Programming, Athletic Director)	Rachel Cornelius	5000	5001
Assistant Principal (Instructional Support Services, ESL, Technology)	Maximillian Sugiura	3011	3110
Guidance	Michael Genua	2003	2030
	Juana Torres	2004	2040
	Eva Ching	2017	2170
	Jody Wurzel	2100	2103
College Office	Jessica Arkin	2010	2100
Student Activities Coordinator	Claire Kenny	4028	4701
Attendance Teacher	Migdalina Rodriguez	2069	2690
Attendance Support/Face-to-Face Letters	Alice Warren	2024	2244
Instructional Support Services/Working Papers	Chrissy Irizarry	2006	2060
Transportation	Tisha DeCruz	2019	2190
Attendance/ID pictures	Marianna Mistretta	2024	2243
Attendance/Admits/Discharges	Diane Otero	2019	2191
Lunch Programs	Olivia Jeffrey	2024	2191
Program Office – Assistant	Tamara Shipman	2024	2242
Conflict Resolution/Peer Mediation	Teacher Assigned	2000	2250

**HIGH SCHOOL FOR ENVIRONMENTAL STUDIES
CONTACT INFORMATION**

Please contact teachers by calling 212-262-8113 and leaving a message for them with the receptionist. Allow 2-3 days for teachers to return calls. You can also contact teachers by email through the school's website, www.envirostudies.org or through Pupilpath.

Please make an appointment to see your child's guidance counselor by contacting them directly at 212-262-8113. See extensions below.

<u>Counselor</u>	<u>Caseload</u>	<u>Extension</u>	<u>Office Hours</u>
J. Wurzel	9 th graders	2103	8:05-3:20
J. Torres	10 th graders	2040	8:45-4:00
M. Genua	11 th graders	2030	8:05-3:20
E. Ching	12 th graders	2160	8:45-4:00
J. Arkin	College Office	2100	8:45-4:00

The HSES Coordinator of Student Activities, Claire Kenny, can be reached at extension 4701.

The HSES Parent Coordinator, Wanda Adams, can be reached at extension 2113.

IMPORTANT IMMUNIZATION INFORMATION

For immunization information contact Ms. Sheila Murray, School Health Aide at extension 3761, or Ms. Diane Otero at extension 2191.

Guidance Services

Guidance Counselor

Every student at HSES has a Guidance Counselor assigned to him/her. Counselors are available from 8:05-4:00. Guidance Counselors provide program planning, career guidance, and crisis counseling.

Social Worker

A Social Worker from the Committee on Special Education is assigned to HSES. Students are referred by their guidance counselor. The Educationally Related Support Services (ERSS) Social Worker works with the student short-term (10 weeks) only. If the student requires additional help, a referral to an outside agency is made.

Guidance Interns

We sometimes have the services of guidance interns who are graduate students in programs at Hunter College, Fordham University, and Teachers College. Interns are assigned a specific counselor who will supervise and assign them an individual caseload.

College Office

College and career guidance is available to students in all grades. The College Office is located in Room 2010. It has a very comprehensive collection of college catalogs, research guides, and computers to assist students and their college search.

High School for Environmental Studies School-Wide Grading Policy & Philosophy

Student's Guide

Grades are evaluative instruments and indicators that measure students' achievement efforts and extent of progress in their classes. The components of a grade are based on a student's competency in the course content and skills as outlined in the Common Core Learning Standards.

I. ANNUALIZATION AND CUMULATIVE GRADING POLICY

The entire school community at HSES has adopted a unified, annualized grading policy for all classes in our school. This common grading policy is the result of discussions with the Accreditation Committee, School Leadership Team, and Parent/Teacher Association.

All courses at HSES have a scope and sequence that follow a year-long curriculum. The exceptions are Participation in Government, Economics, Debating World Issues, and Health, which all follow a semester-based curriculum. For all courses, students are awarded credits twice throughout the school year: once at the end of the Fall semester, and again at the end of the Spring semester.

Since HSES has an annualized grading policy, the overall grade in each marking period of a semester is cumulative and based on all the work completed during the term up to that point. Each homework assignment, test, and project throughout the term builds toward the final term grade. Please note that marking periods are only progress reports on a student's movement toward that final semester grade, based upon all of the student's work during the entire term – from the first day of the marking period, to the last day of classes in January or June, when the semester ends. Throughout each term, students are responsible for all the work that will be evaluated to determine the final grade.

II. STUDENT AGREEMENTS AND SYLLABI

At the beginning of each semester, students will receive a student agreement and syllabus for each course on their schedule. In the Student Agreement/Course Syllabus, teachers will explain to students how grades are determined, and will include all of the following information:

1. **The tasks and assessments in which students will demonstrate mastery.** These will include periodic assessments, mid-term and final examinations, research projects, class work, homework, quizzes, and other exams.
2. **The timeframe in which students will be expected to demonstrate mastery.** Since HSES has adopted an annualized grading policy, content and standards specific to each course will span the entire school year; however, course syllabi will outline unit goals and objectives and the timeframe in which each will be completed.

3. **Description of ways in which students will receive feedback on their mastery and deficiencies.** In each course, students will work with teachers to create individual goals aligned to the course standards and Common Core Learning Standards. Teachers will utilize rubrics aligned to the Common Core Learning Standards in order to monitor their masteries and areas for improvement.
4. **Description of opportunities for students to address these deficiencies.** Since courses are annualized and cumulative, students will be allowed to submit late assignments through the end of each semester for fractional credit. If a student is demonstrating that he/she is in need of improvement, the teacher will work on creating opportunities for additional support including:
 - mandatory tutoring during school, before or after school, or in the Student Study Center
 - supplemental assignments to bring the students closer to achieving mastery
5. **An explanation of the Annualization and Cumulative grading policy.**
6. **A link to PupilPath https://auth.casenex.com/users/sign_in**
7. **Required Course materials and course routines.**

III. PUPILPATH

In 2011, the administration and faculty in consultation with the School Leadership Team of the High School for Environmental Studies has agreed that **all** teachers, guidance counselors, and administrators will use PupilPath for recording students' grades and overall performance. Students and parents will be provided with information on how to log into PupilPath, and assistance will be available during Parent Teacher conferences. Parents and students are encouraged to log into PupilPath on a regular basis to check student progress, assignments in class, and special messages from faculty and administration. If you should need assistance with logging on, please contact the Parent Coordinator for assistance.

IV. ASSESSMENTS

All assessments will be returned to students with constructive feedback and "next steps" to help students take their skills to the next level. Assessments will also be rated according to rubrics that are aligned to the content-area and Common Core Learning Standards.

Students who are absent for assessments and provide a legitimate excuse note will be given an opportunity for a make-up. Teachers will work with students to schedule this.

V. GRADING

A. Grading Guidelines

All grades issued are numerical and are assigned by teachers as per the guidelines listed below:

Passing Grades

- Numerical passing grades can be any number from 65 to 99.
 - A grade of 100 can only be given with pre-approval of an Assistant Principal.
 - A grade of 100 cannot be given the 1st and 2nd marking periods.
 - The following special grades are used:
 - 0 – Student **never** attended the class.
 - L – Student was admitted to the class late in the marking period and the teacher was not able to adequately assess the student’s level of proficiency in meeting the standards for the material covered during the marking period.

Failing Grades

- The highest failing grade is a 55.
- The lowest failing grade is 45. No grades below 45 are used.
- No grades between 56 and 64 are given as final grades.
- 45 – The student rarely attended and did not submit enough work to the teacher to be adequately assessed in terms of meeting the standards of proficiency in the course.
- 50 – The student did not submit enough work to the teacher to be adequately assessed in terms of meeting the standards of proficiency in the course.
- 55 – The student submitted work that demonstrated that he/she is not meeting the standards of proficiency in the course.
- 60 – A grade of 60 is used in the first and second marking periods to indicate that the student has not met the standards of proficiency in the course, but is expected by the teacher to meet the standards of proficiency by the next marking period.

B. Grading Policy

The administration and faculty in consultation with the School Leadership Team of the High School for Environmental Studies has established the scope and range for each of the components listed below that contribute to determining course grades for students. The HSES school-wide grading policy is annualized to reflect the continuum of year-long courses allowing for content mastery over the course of a single year. **NOTE: Teachers have the ability to be flexible in determining the percentages for each of the grading categories; however, they must remain within the ranges listed below, and they must total 100%.**

1. **Assessments (Exams, Projects, Essays, Quizzes).....60 - 70%**
 All assessments that are administered for a grade are used as a tool to determine how students are progressing towards meeting the standards of proficiency in the skills and content of the course. All assessments are aligned to New York State Content Standards, the Common Core Learning Standards, and course syllabus, and will be graded according to rubrics aligned to these standards. Students who have an excused absence will be permitted to make up the missed assessment in consultation with the teacher.

2. **Classwork/Participation.....20- 25%**
 Any work done during the class period that demonstrates student learning and is aligned to course goals and objectives will be calculated as part of the students' final grade. This may include (but is not limited to): independent practice, group work, Do Now activities, participation in class discussions, participation in class activities and so forth.

3. **Homework /Activities.....10-15%**
 Homework is assigned at the discretion of the teacher, and comprises meaningful activities that enhance student learning. In courses where larger assignments or projects are assigned in lieu of daily homework assignments, teachers may opt to redistribute the percentage points in this category.

**Special Note on Advanced Placement Examinations:* Students enrolled in Advanced Placement (AP) courses are expected to take the accompanying AP Exam at the end of the school year. These courses carry greater weight than regular courses, and students may receive college credit based on their score on the AP Exam; however, performance on the AP exam is not a determinate of the student's final grade in the AP Course.

**Special Notes on Physical Education:* According to the Academic Policies set forth by the New York State Department of Education and by the New York City Department of Education, students who are medically excused from physical education must still participate in the course and must receive a grade. Therefore, physical education teachers will provide appropriate alternate learning activities for students who are medically excused, including alternate physical activities as deemed appropriate by a teacher, or reading/writing assignments that are aligned to course goals and objectives.

C. MAKING UP ASSIGNMENTS

It is the policy of the New York City Department of Education and the Commissioner's Regulations that students who have been absent from class are to be given a reasonable opportunity to make up any missed work including class work and examinations.

D. INSTRUCTIONAL SUPPORT SERVICES

All students with IEPs must meet the standard course criteria as long as the modification and accommodation mandates as set forth by their IEPs are met.

E. **APPEALING A FINAL GRADE**

To appeal a teacher’s final grade, students must present all documentation, including graded assignments, to the teacher to argue their case. If the teacher denies changing the final grade, the student may appeal to the department assistant principal who will make a determination for the final grade based on evidence provided by both the teacher and the student. The student may appeal the decision of the supervisor to the principal who has the option of changing the grade after notifying the teacher in writing of the reason(s) for the change.

F. **CREDIT INTERVENTIONS**

All teachers will work closely with students, parents, and guidance counselors to keep them apprised of student progress, including those students who are not demonstrating proficiency in the skills and content of the course. For students who have failed any marking period of either semester, the following interventions will take place:

1. Teachers will notify parents/guardians of a course failure before progress reports/report cards are issued.
2. Teachers will hold individual conferences with failing students to alert them to the failure, and provide them with opportunities for making up work.
3. Students will attend mandatory tutoring in the Student Study Center or the Math Center.

G. **iZone**

In this independent study program, students sit for 54 course hours and retake the entire course that was failed. Students complete a combination of traditional paper-based projects and assignments along with online coursework through a program that is approved by the New York City Department of Education. This course follows the same curricula as traditional courses, and is taught by a teacher who is certified in the subject area of the failing course.

VI. **ATTENDANCE**

Attendance is crucial to academic success. Therefore, **all students must maintain an attendance rate of at least 90% in accordance with ESSA, as well as the NYC DOE Chancellor’s Regulation A-210***. At the High School for Environmental Studies, all parents will receive notification of an absence via phone message, in addition to follow-up phone calls by teachers and guidance counselors. Students with attendance rates below 90% will receive attendance interventions including conferences with guidance counselors, teachers and school administration.

Additional actions taken will include parent meetings with the attendance teacher, assistant principals, and the principal.

*The High School for Environmental Studies School-Wide Grading Policy and Philosophy conforms to Chancellor’s Regulation A-210, A-501, and by the NYC Department of Education of the Students’ Bill of Rights and Responsibilities, dated June 1993, and the NYCDOE High School Academic Policy Reference Guide, 2013.

HSES PROMOTIONAL POLICY

Promotion to 10 th Grade:	Minimum of 10 credits
Promotion to 11 th Grade:	Minimum of 20 cumulative credits
Promotion to 12 th Grade	Minimum of 30 cumulative credits The ability to graduate by June 2017 in a day school program (exclusive of night school and summer school)

NOTES

1. A term is from the start of school in September to the end of January and the beginning of February to June.
2. A credit is equivalent to one term (1/2 year of study).
3. This planner discusses the minimum course and exam graduation requirements. Colleges demand that students enroll in the most academically rigorous program as possible.
4. Honors and Advanced Placement courses are weighted.
5. The weighted average determines the class rank.
6. The rank is only calibrated during the fall term of the senior year.
7. If you have any questions regarding graduation requirements in general or about your individual situation, please consult your guidance counselor.

Graduation Requirements for students who entered 9th grade in 2016:

I. NEW YORK STATE CREDIT REQUIREMENTS TO GRADUATE

- English 8
- Social Studies 8
- Math 6
- Science 6*
- Language 2**
- Art and/or Music 2
- Health 1
- Gym 8 *gym classes required to graduate (4)*
- Elective Courses 7 *(minimum)*
- Total 44 (minimum)*****

*Three years of laboratory science (Living Environment, Earth Science, Chemistry, Physics, Forensic Science, The Global Environment or any Advanced Placement Science Course).

**Three years of foreign language is required for an Advanced Regents Diploma. You will be given full credit for any accelerated courses completed prior to entering HSES.

*** All HSES graduates will be expected to have earned 56+credits by graduation.

II. NEW YORK STATE EXAM REQUIREMENTS TO GRADUATE

ADVANCED REGENTS DIPLOMA Completion of the above credit requirements **AND** at least eight (8) Regents Exams with a passing score of "65"

- **Minimum of Three (3) Math Regents**
- **Two (2) Science Regents**
- **English Comprehensive Exam**
- **Global Studies Regents**
- **U.S. History & Government Regents**
- **Foreign Language LOTE Exam**

REGENTS DIPLOMA: Completion of the above credit requirements **AND**

- **Common Core English Regents**
- **One Math Regents**
- **One Science Regents**
- **One Social Studies Regents**
- **One additional Regents in Math, Science, or Social Studies**

HIGH SCHOOL FOR ENVIRONMENTAL STUDIES STUDENT BEHAVIORAL AGREEMENT

I KNOW I HAVE THE RIGHT TO:

- Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

I AGREE TO:

- Come to school on time;
- Appear for each of my classes at the start time, ready to begin work;
- Be prepared with appropriate materials and all assignments;
- Show respect to all members of the learning community;
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- Remain in the cafeteria for the entirety of my lunch period.
- I may use the library during my lunch period, space permitting.
- Dress appropriately and not wear any suggestive clothing that is dangerous or interferes with the learning process including skinny tank-tops, midriiffs, short-shorts, mini-skirts, or items of clothing with objectionable images or language;
- Take responsibility for my personal belongings and respect other people's property;
- Refrain from wearing hats and other head gear;
- Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- NOT bring weapons, illegal drugs, controlled substances and alcohol to school;
- Share information with school officials that might affect the health, safety or welfare of the school community;
- Keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;

- Follow all rules in the Discipline Code, academic contract and locker contract;
- Behave responsibly as described in the Bill of Student Rights and Responsibilities.

SCHOOL-BASED POLICY OF HIGH SCHOOL FOR ENVIRONMENTAL STUDIES FOR USE OF CELL PHONES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT SYSTEMS ON SCHOOL PROPERTY

Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS.

A. The use of cell phones, computing devices and portable music and entertainment systems at school is subject to the conditions below.

1. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test, or examination.
2. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
3. Cell phones, computing devices, and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
4. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.
5. Students who use cell phones, computing devices, and/or portable music and entertainment systems in violation of any provision of the DOE's Discipline Code, the school's policy, Chancellor's regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

B. Cell phones may be used as set forth below.

1. During the school day:
 - Cell phones may not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.
 - Cell phones may be used during the following non-instructional times of the school day:
 - LUNCH in the following designated areas: CAFETERIA AND STUDENT CENTER **ONLY**.
2. During after-school, school-sponsored programs or activities:
 - Cell phones may not be used during after-school or school-sponsored programs or activities without the explicit approval of the supervising staff member.

C. Computing devices may be used as set forth below

1. During the school day:

- Computing systems may be turned on and used only during instructional time for instructional and educational purposes
 - Computing devices may be used during the following non-instructional times of the school day:
 - LUNCH in the following designated areas: CAFETERIA AND STUDENT CENTER **ONLY**.
2. During after-school, school-sponsored programs or activities:
- Computing systems may not be used during after-school or school-sponsored programs or activities without the explicit approval of the supervising staff member.
- D. **Portable music and entertainment systems may be used as set forth below**
- Portable music devices and entertainment systems may not be turned on or used while on school property.
- E. **Confiscation and return of electronic items**
- Failure to follow the school policy on use of electronic devices may result in disciplinary action. Such measures may include, but are not limited to:
- warnings
 - confiscation of item and return at end of school day
 - confiscation of item and return following parent conference and student entering into behavioral contract
 - revocation of privilege to bring item to school.
- F. **Personal Responsibility**
- Please note that High School for Environmental Studies is not responsible for lost or damaged electronic devices.

ATTENDANCE POLICY

Absences

Regular attendance at school is a prerequisite for academic success. Therefore, all students must maintain an attendance rate of at least 90% in accordance with the ESSA regulation, as well as the NYC DOE Chancellor's Regulation A-210. Accordingly, all students at the High School for Environmental Studies are expected to be present in their classes every school day unless legally absent for the following valid reasons in accordance with New York State Education Law:

death in the immediate family, illness of the student, quarantine, court summons, work or school activity approved by school, observance of a religious holiday, state emergency, suspension

Students who will be absent from school should have their parent/guardian notify the school on the morning of their absence by calling the attendance office at 212-262-8113 ext. 2244. In addition, such students are to provide a suitable note explaining their absence upon their return to school. Such notes must include the signature of the parent/guardian and a telephone number at which they may be reached. Students and parents/guardians are reminded that class participation grades are adversely affected by a student's absence. As such, please refrain from scheduling doctor appointments during school hours. Participation grades weigh heavily in the determination of final grades.

Students who are excessively absent from school and/or who cut classes may face the loss of their right to participate in athletics and extracurricular functions.

Entrance and Dismissal

Second period begins at 8:20 AM. Students are expected to be in their class at that time. They should plan to be early to use their lockers and finish their breakfasts. Students are allowed to enter the building at 7:30 AM.

Students must swipe their I.D. upon entering and leaving the building.

Lateness and Cutting

Students arriving late after the start of their first class must go directly to class. Students arriving late may not go to their locker before class. Students who miss their first class will be marked cutting.

When a student misses a class because he/she is late to school, not only is the student late but the absence from the class is considered a "cut". Parents of students who are chronically late or absent will be notified by phone.

STUDENT IDENTIFICATION CARDS/PROGRAM CARDS

In order to facilitate the maintenance of a safe environment, each student is issued a photo identification card. Students **MUST** carry their ID card and program card with them whenever they are on school grounds. Student ID cards are used to swipe in on entering the school every morning, to enter the cafeteria and locker rooms, and to exit the building. Students **MUST** immediately report lost or stolen ID cards to the Program Office and make arrangements to secure a replacement. There will be a \$2.00 fee to replace lost ID cards.

BATHROOM PROTOCOL

Bathrooms are closed during the first and last ten minutes of each period and during passing. Students **MUST** have a Hall Pass from their teacher. Students **MUST** hand their ID card to the attendant outside the bathroom and sign the logbook.

HALL PASSES

No student is to be in the halls during any class period or lunch period without a properly filled out pass. Any abuse of a hall pass will result in disciplinary action. Students are required to identify themselves and show ID cards when requested by any HSES School employee. Failure to do so will be considered insubordination.

CAFETERIA REGULATIONS

The school cafeteria serves lunch each school day. A limited breakfast program is conducted in the fourth floor cafeteria between 7:35 and 8:15 AM each day. No food or drinks are to be taken out of the cafeteria. Students must adhere to the following rules while in the cafeteria:

- Report directly to the cafeteria at the beginning of their scheduled lunch period.
- Form lunch line in single file.
- Do not cut into the lunch line.
- Leave tables neat and clean.
- Put trash in appropriate trash containers.
- Eat all food in the cafeteria only.
- Keep noise to a minimum.
- Do not disturb classes that are in session.
- Confine yourselves to the cafeteria area and do not return to the halls.
- During lunch, students are to remain within the cafeteria, Student Center or library.

STUDENT LOCKER ASSIGNMENT & REGULATIONS (to be assigned starting November 15th)

Name: _____ ID #: _____

Freshmen will not be assigned lockers. Sophomore, Juniors, and Seniors are assigned lockers based on a 90%+ attendance rate.

Your locker assignment for this term is listed at the bottom of this note. Please be sure to follow all rules regarding locker use and assignments. **Failure to do so may result in loss of locker privileges or possible disciplinary action.**

- **You may access your locker only to drop off your belongings before your first class, and at the end of your day to pick them up again.** You **may not** go to your locker during class or passing.
- Use your locker responsibly. Lockers are the property of the school, and are subject to inspection as determined necessary. Do not store any items in your locker that may subject you to disciplinary measures.
- You will be assigned a partner with whom you will share your locker. In order to insure the safety of your belongings, do not share your locker with any students other than your assigned partner. Do not give out your combination to any other students.
- Use only the locker assigned to you. You may not use lockers that appear to be empty. These lockers will be assigned to other students. Any locks on lockers that have not been assigned by the school will be clipped and the contents removed.
- As you will be sharing a locker with a friend, the school cannot be held responsible for the theft of any objects stored in your locker. Use sound judgment when deciding what to leave in your locker.
- HSES **cannot be responsible** for valuable items.
- You must use an HSES issued lock. Any other lock will be clipped and removed.

Locker# _____ Your assigned partner is: _____

Please have your parent read and sign below. Return this notice to the box located in the lobby.

Student signature: _____

Parent signature: _____ Telephone # _____

Date: _____

Exclusion from Proms or Graduation Ceremonies

All schools may prohibit a student from attending a prom or graduation ceremony when he or she poses a real threat of violence or disruption to the event. It may also be possible to bar a student from a prom or graduation when his or her conduct has been particularly egregious, and where the student has previously been advised in writing.

For example, senior pranks, students who vandalized school buses, or any identifiable incidents have been excluded from their graduation ceremony where they previously had been put on notice that such misconduct could result in the exclusion. Students who are already on suspension at the time of the prom or graduation also may be prohibited from attending these events, but the exclusion will be proportionate to the infraction committed.

As with all other disciplinary actions, adverse treatment may not be predicated upon generalizations or vague standards.

Since attendance at a prom or graduation ceremony is voluntary, the deprivation of such an activity does not require a full due process hearing. However, basic fairness dictates that students will receive notice and some kind of opportunity to be heard by the school. There will be an opportunity for the student and his or her parent to discuss the underlying facts and the potential disciplinary action before any measures are taken.

DEPARTMENT OF EDUCATION CALENDAR 2016 – 2017 SCHOOL YEAR

2016		
September 8, 2016	Thursday	School begins for ALL students
September 12, 2016	Monday	Eid al-Adha schools closed
October 3-4, 2016	Monday Tuesday	Rosh Hashanah schools closed
October 10, 2016	Monday	Columbus Day Observed. Schools closed
October 12, 2016	Wednesday	Yom Kippur schools closed
November 8, 2016	Tuesday	Election Day Students will not be in attendance
November 11, 2016	Friday	Veterans Day schools closed
November 24-25, 2016	Thursday Friday	Thanksgiving Recess. Schools Closed
December 26 through January 2, 2017	Monday through the following Monday	Winter Recess (including Christmas and New Year's Day) schools closed- students return to school on Tuesday January 3, 2017
2017		
January 16, 2017	Monday	Dr. Martin Luther King, Jr. Day schools closed
January 30, 2017	Monday	Non D75 high school students will not be in attendance. Chancellor's Conference Day for staff development.
January 31, 2017	Tuesday	Spring Term begins for HIGH school students.
February 20-24, 2017	Monday through Friday	Midwinter Recess (Washington's Birthday & Lincoln's Birthday observed) schools closed.
April 10-18, 2017	Monday through the following Tuesday	Spring Recess (including Passover and Good Friday) schools closed. Students return to school on Wednesday April 19, 2017.
May 29, 2017	Monday	Memorial Day Observed schools closed
June 8, 2017	Thursday	Chancellor's Conference Day for staff development. Students not in attendance.
June 23, 2017	Thursday	Regents Rating Day. Students will not be in attendance.
June 26, 2017	Monday	Eid al-Fitr (schools closed)
June 28, 2017	Wednesday	Last Day for All Students (All students report)

DEPARTMENTAL EXAM SCHEDULE

MONDAY

MATH

TUESDAY

SOCIAL STUDIES

MUSIC

WEDNESDAY

SCIENCE

HEALTH

THURDAY

ENGLISH

ESL

FRIDAY

WORLD LANGUAGES

ART

H.S.E.S. AFTER-SCHOOL ACTIVITIES

EAGLES SPORTS PROGRAM

- BOYS SOCCER**
- GIRLS SOCCER**
- GIRLS SOFTBALL**
- BOYS HANDBALL**
- GIRLS HANDBALL**
- GIRLS VOLLEYBALL**
- BOYS VOLLEYBALL**

- BOYS BASKETBALL**
- GIRLS BASKETBALL**
- GIRLS TENNIS**
- BOYS TENNIS**
- BOYS BASEBALL**
- BOYS CROSS COUNTRY**
- GIRLS CROSS COUNTRY**

AFTER SCHOOL CLUBS

- NATIONAL HONOR SOCIETY**
- Y.E.S. CLUB**
- WEIGHT TRAINING CLUB**
- SALSA DANCE CLUB**
- MARKETING/PUBLIC RELATIONS CLUB**
- CHEERLEADING CLUB**
- RED CROSS CLUB**

- MIX- MULTICULTURAL ASPECTS**
- GAY-STRAIGHT ALLIANCE**
- YEARBOOK**
- BADMINTON**
- MODEL UN**
- ENVIROTHON**
- ScriptED CODING**
- FEMINIST CLUB**

HSES IN-SCHOOL SERVICE OPPORTUNITIES

- HSES STUDENT INFORMATION TECHNOLOGY TEAM**
- TEACHER ASSISTANT**
- LIBRARY ASSISTANT**
- PEER TUTOR**
- LAB ASSISTANT**
- GUIDANCE SUITE ASSISTANT**

HIGH SCHOOL FOR ENVIRONMENTAL STUDIES

Amber Najmi-Shadid, Principal

GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) – **Soft Lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. **Hard Lockdown** implies that imminent danger is known and **NO ONE** will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

“Attention: We are now in Soft/Hard Lockdown. Take proper action.”

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the “All Clear” message: **“The Lockdown has been lifted”**, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. **Announcements will begin with “Attention”, followed by specific directions.** **(Repeated twice over the PA system.)**

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – **“Attention. This is a Shelter-In. Secure all exit doors.”** **(Repeated twice over the PA system.)**

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the “All Clear” message: **“The Shelter-In has been lifted”**, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.

HSES BELL SCHEDULES

Regular Bell Schedule				
PER.	START	END	CLASS TIME	PASSING
1	7:33	8:18	0:45	-
2	8:20	9:05	0:45	0:02
3	9:07	9:58	0:51	0:02
4	10:00	10:45	0:45	0:02
5	10:47	11:32	0:45	0:02
6	11:34	12:19	0:45	0:02
7	12:21	1:06	0:45	0:02
8	1:08	1:53	0:45	0:02
9	1:55	2:40	0:45	Dismissal

MY SCHEDULE IS:

Per.	Class	Teacher	Per.	Class	Teacher
1			6		
2			7		
3			8		
4			9		
5			10		