

HYDE LEADERSHIP CHARTER SCHOOL – BROOKLYN



2019 – 2020 FAMILY HANDBOOK

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Dear HYDE--Brooklyn Families,

Welcome to another exciting year! At Hyde Leadership Charter School – Brooklyn, we believe that parents are the primary teachers and families are an essential part of the educational process. We know that a students’ success depends heavily upon active family involvement in student learning and participation in our school.

We are committed to providing a high-quality education and daily opportunities to develop outstanding moral character. Our goal is to foster a learning environment founded on character development and recognition of attitude over aptitude.

The 2019-2020 Family Handbook provides information to help you throughout the school year. The programs noted in our handbook, reflect content and methods that form the basis of teaching and a meaningful learning experience at Hyde Leadership Charter School - Brooklyn.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine DePina-Forbes", with a stylized, looping flourish at the end.

Christine DePina-Forbes
Head of School

A handwritten signature in black ink, appearing to read "Sandra J. DuPree", with a stylized, looping flourish at the end.

Sandra J. DuPree, Ed.D.
Executive Director

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I. Introduction

MISSION STATEMENT

Hyde Leadership - Brooklyn Charter School's mission is to develop the deeper character and unique potential of each student and community member.

Background

Hyde Leadership Charter School-Brooklyn (HLCSB) is a college-preparatory school serving students in the East New York section of Brooklyn, NY. Hyde-Brooklyn opened in the Fall of 2010 with 132 students in Kindergarten and 1st grade. In 2017-2018, HLCSB will service 396 students in grades K-5. Eventually, HLCSB will serve over 800 students in grades K-12. The Hyde program is designed to ensure that all graduates are accepted into college and are prepared for the intellectual and ethical challenges of college and life beyond college.

Arrival

Students are expected to arrive to school between 7:30 a.m. and 7:45 a.m. Elementary school students will use the Blake Avenue Entrance (Between Alabama Ave. & Williams Ave.); Middle Schools students will use the Livonia Avenue Entrance (Between Bradford Ave. & Wyona Ave. Doors open promptly at 7:30 a.m. for breakfast. The school building **IS NOT OPEN** to students prior to 7:30 a.m. An adult must accompany students arriving prior to 7:30 a.m. **Students MUST be in class by 8:00 a.m.** Students arriving after 8:00 a.m. must report to the Main Office to receive a late pass.

Dismissal

- K-5 students are dismissed at 4:00 p.m. Monday through Thursday and 3:00 p.m. every Friday; 6 – 8 students area dismissed at 3:45 p.m. Monday through Thursday and 2:45 p.m. on Friday.
- Students in grades K – 2 are dismissed from the cafeteria. Students in grades 3 – 5 will be dismissed from the gymnasium.
- Student walkers in grades 6 -7 are dismissed immediately via Livonia Avenue.

All parents should enter and exit the building during dismissal at the Blake Avenue entrance.

Half-day dismissal - During a 12:30 p.m. dismissal, all students are released to parents/guardians from their designated classroom. **Only students whose parents require additional assistance will be called from classes for dismissal.**

Late Arrival/Early Dismissal

If your child has an appointment that requires a late arrival or early departure, the student must be accompanied by a parent and must be signed out at the Main Office.

Half Days

Half Days are noted on the school calendar. On half days, students are dismissed promptly at 12:30 p.m. and lunch will be provided.

Relationships within the building

Hyde Leadership Charter School - Brooklyn is located at the P.S. 328 - Phyllis Wheatley Campus. We expect all Hyde students to be respectful and courteous, while moving calmly and safely. Although we share the building, Hyde Leadership Charter School - Brooklyn operates under a separate governance structure.

CHARACTER EMPHASIS

Character Education

Process of Self-Discovery

Action Reflection Cycle

Developing Standards of
Excellence

Family Renewal

Parent Participation

Developing Family Principles

Building Open
Communication

Academic Rigor

College Preparation

Valuing Effort and
Achievement



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

Is our primary guide.

Brother's Keeper

We help others achieve their best.

II. Policies and Procedures

A. Daily School Life

HLCSB strives to create a school community that supports students', parents', and teachers' best efforts while demanding high personal standards and accountability. Students require both discipline and structure, but also enough freedom to develop the ability to choose well among different options. These sometimes-competing objectives are taken into consideration when administering the following policies.

B. Dress Code Policy

Students at Hyde Leadership Charter School-Brooklyn must arrive in uniform each day. If students arrive out of dress code, parents/guardians will receive a call from the Dean of Student Life and Culture. Student will be given a verbal warning and maybe subject to detention.

ITEM	DESCRIPTION	COLOR
Shirts	<ul style="list-style-type: none"> • Polo Shirt, long or short sleeve with HYDE Logo • Collared Shirt, button down, long or short sleeve with HYDE logo • Shirts must be tucked in at all times 	<ul style="list-style-type: none"> • Yellow
Pants	<ul style="list-style-type: none"> • Traditional uniform dress pants • Black belts are required • Cargo pants are NOT allowed 	<ul style="list-style-type: none"> • Navy Blue
Shorts	<ul style="list-style-type: none"> • May only be worn in the spring and summer months (May & June) • Black belts are required 	<ul style="list-style-type: none"> • Navy Blue
Skirt & Jumpers	<ul style="list-style-type: none"> • Traditional uniform skirts (knee length); this includes "skorts". • Traditional uniform jumpers may be worn over a uniform dress shirt (knee length) 	<ul style="list-style-type: none"> • Navy Blue
Necktie	<ul style="list-style-type: none"> • Plain tie must be worn at all times for Grades 3, 4 and 5 (with collared shirts) • Girls must wear crisscross necktie 	<ul style="list-style-type: none"> • Navy Blue
Shoes & Sneakers	<ul style="list-style-type: none"> • Dress shoes (soft sole allowed) • Flip-flops, boots, sandals, or other open-toed shoes are NOT allowed. • Sneakers are allowed 	<ul style="list-style-type: none"> • No lights or wheels
Sweaters & Sweatshirts	<ul style="list-style-type: none"> • Plain sweaters and sweatshirts may be worn over uniform during cool weather 	<ul style="list-style-type: none"> • Navy Blue
Gym Days	<ul style="list-style-type: none"> • T-shirt or sweatshirt with HYDE logo • Sneakers 	<ul style="list-style-type: none"> • Navy Blue
Socks & Stockings	<ul style="list-style-type: none"> • Navy blue or white socks allowed • Navy blue, white, or yellow stockings are allowed • Designs are NOT allowed 	
Hats	<ul style="list-style-type: none"> • Hats, caps, or other head gear may NOT be worn in school 	
Hair & Earrings	<ul style="list-style-type: none"> • Boys should have their hair cut neatly at all times • Designs, colors and mohawks are NOT allowed • Girls should have their hair combed neatly at all times. • Simple bows, ribbons, headbands, and minimal beads are allowed • Stud earrings are recommended • Large hoops are NOT allowed 	
Other	<ul style="list-style-type: none"> • Rain/snow boots are allowed when necessary. A change of shoes must accompany students when rain/snow boots are worn. 	

Please see reverse side for details regarding names and location of retailers where uniforms with required logo can be purchased.

C. Student Attendance

1. Attendance Policy

Regular school attendance is essential to a student's ability to learn and flourish. Frequent and/or prolonged absences hinder students' ability to learn skills needed for success. Each parent is responsible for his or her student's attendance. Parental involvement is required to assist the student in meeting this obligation.

An absence is defined as non-attendance in a regularly scheduled class or activity regardless of the reason. Tardy is defined as not being present in class by 8:00 a.m.

Parents or guardians are expected to notify the school by telephone by 7:45 a.m. when a student is tardy or absent. The Main Office opens at 7:30 a.m.

Students **cannot exceed 18** unexcused absences in any given school year. Students who accumulate 18 unexcused absences will be required to attend summer school and may be retained.

- **Late Entrance Policy**

Students must be in their classrooms by 8:00 a.m. Students who arrive after 8:00 a.m. will be marked tardy. Students arriving after 8:00 a.m. must report to the Main Office for a tardy pass for admittance to class. Students arriving after 10:00 a.m. without written documentation will not be permitted.

- **Excused/Extended Absences Policy**

Excuse notes will be taken up to 3 days after the day of absence. If a student is absent or tardy for the following reasons, the absence or tardy shall be considered excused:

1. Doctor appointments
2. Legal requirements
3. Hospital Admittance
4. Special circumstances with prior approval by the Head of School

An absence will only be excused with a signed and dated note from one of the people mentioned above.

All other excuses for absence must be approved by the Head of School. If a student is absent or tardy for reasons other than those listed above, and has no note of explanation, the tardy and/or absence will be considered unexcused. Three (3) unexcused tardiness will equal one (1) absence. Tardiness will be factored into the overall attendance.

In the event of an extended absence due to medical reasons, family crises, or other extenuating circumstances, **please contact the Head of School immediately**. Proper documentation **MUST BE PRESENTED** for the student's absences to be considered excused and must be rendered within 3 days after the period of absence. **Absences may affect decisions regarding summer school attendance and promotion.**

- **Follow-up Student Absences Policy**

Any student with 3 consecutive unexcused absences in a quarter will receive a letter/phone call home. Any student with 10 absences within a quarter will receive a home visit and must

attend a parent conference. To better assist parents, a “family attendance” plan will be created to improve attendance. If the attendance does not improve, the school will refer the family to the Administration of Children Services (ACS).

Students who are perpetually tardy will be required to have a parent conference to re-establish his/her commitment. The school will call or send a letter notifying parents/guardians of the need for a conference.

- **Truancy Policy**

Under the Department of Education Guidelines, Elementary and Middle School students with 20 or more unexcused days of school in any calendar year are considered truant and will be referred to Administration of Children Services (ACS).

D. Safety and Security Procedures

Visitor Registration

All visitors to the school are required to register at the School Safety Desk. Upon registration, visitors will be sent to the Main Office (Room 314). A visitor’s badge will be issued and must be worn at all times while in the building.

Parents Visiting Classrooms

Parents are always welcome. Parents must sign in at the Main Office and receive a visitor’s badge. Parent visits to the classroom are for observation purposes only. Teachers cannot meet with parents during instructional time. Requests for meetings with teachers must be scheduled outside of class time.

Classroom teachers will be notified prior to arrival. At the end of the visit the parent will be escorted back to the Main Office to sign out of the building.

Parents Bringing Items to School

If a parent needs to bring forgotten items to the school, s/he must register at the school safety desk. Parent(s) will be directed to the Main Office. A member of the Main Office staff will check the student’s schedule and arrange for the item to be delivered to the student. Parents/guardian and visitors are not allowed to travel through the school unescorted.

Early Dismissal

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

Late Pick-up of Students

Pick- up is 4:00 p.m. Monday through Thursday and 3:00 p.m. on Friday for regular school. Parents must observe Hyde’s school release times. It is the responsibility of all parents/guardians to ensure prompt pick up. **All late students must be signed out from the Late Room. Families who are consistently late will be charged a fee.**

E. Food Program & Policies

1. School Breakfast/Lunch Program

Hyde participates in the Department of Education's SchoolFood program. All meals - breakfast and lunch are free to all students regardless of income eligibility. All families are required to fill out the School Meal Applications. Forms are available in the Main Office and online at <https://www.myschoolapps.com>.

2. Healthy Food Choices

Hyde Leadership Charter School – Brooklyn encourages healthy nutritional practices. HLCSB students are encouraged to bring healthy snacks and lunches including, apples, oranges, banana, gold fish crackers, and water.

F. Transportation

Transportation eligibility is determined based on the student's grade level and the distance between the student's residence and school. Please call (718) 392-8855 or visit the Office of Pupil Transportation (OPT) website at <http://www.optnyc.org/ServicesAndEligibility/gettransportation.htm> to determine student eligibility for transportation.

****Hyde Leadership Charter School - Brooklyn does not provide Yellow Bus Service.**

FULL-FARE TRANSPORTATION — MetroCard

Students eligible for full-fare transportation may be issued a Full-Fare MetroCard by request from the 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

Students not eligible for full-fare transportation may be issued a Half-Fare MetroCard by request from the school transportation coordinator. A Half-Fare MetroCard allows a student to travel to and from school and school-related activities on buses only.

G. Health Services

Students who are ill should remain at home rather than attend school and possibly risk infecting other students. In the event that a student becomes ill or is in need of first aid, s/he will be escorted to the school nurse.

In all non-emergency situations, a student will be escorted to the school nurse 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 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.

- **Administration of Medicine:**

If your child requires medication while in school, the parent/guardian **must** complete a Parent/Guardian Authorization Form located in the nurse's office.

- **Medical Condition or Concern**

It is imperative that the school staff is aware of any medical conditions or concerns. If it is a sensitive matter, please share it with the Head of School, so that we will be prepared to respond to any situation that arises.

H. School Telephone Usage

Students will not be called from class to receive telephone calls. If you must get a message to your student, the Main Office staff will take a message and make certain your child receives it.

It is imperative that parents make arrangements with students PRIOR TO SCHOOL regarding transportation, after-school arrangements, or other family or personal business to prevent such matters interrupting the flow of the school day.

Students will be called from class for emergencies only. Office phones are not available for student or public use except in the case of a life-threatening emergency.

I. Electronics

Students are not allowed to use personal cellular phones, digital music players, digital cameras, CD players, radios, televisions, video games, tablets of any kind, personal laptops or any other electronic devices while at school. From the time a student enters the building until the end of the school day, including the lunch period and mid-day or after school mandated study hall, the above-mentioned devices are prohibited. Certain exceptions can be made for students needing specific devices for a school related activity or a class, as determined by the school administrator or teacher. HLCSB reserves the right to confiscate electronic device that are not properly stored.

J. Parental Grievances and Complaint Policy

Hyde Leadership Charter School - Brooklyn 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 in the following order:

1. Head of School
2. Executive Director
3. Board of Trustees

If you still believe that the matter has not been adequately addressed, you may also present the complaint to the NYC Department of Education

III. Academics

A. Goals, Motivation and Standards

Students and parents are expected to take an active role in the learning process. With support from teachers, parents and students are expected to put forth maximum effort in working towards the Hyde definition of curiosity: “I am responsible for my own learning.”

- **Homework:**

Homework assignments are assigned homework each day (Monday - Friday). Students are expected to complete all of his or her assigned homework on time every day.

- **Assessments, Exams and Quizzes**

Students are assessed across all academic areas. Assessments provide teachers with feedback needed to tailor instruction and provide academically rich lessons that will promote sustained growth. Information about assessments will be communicated to families throughout each quarter as well as during family conferences. Families are always encouraged to make appointments to review assessment data at any time.

- **Test Preparation**

All 3rd, 4th and 5th graders will take the State ELA and Math Tests in the Spring. 4th graders will take the State Science test as well. Students receive test preparation workbooks Ready ELA and Math, which specialize in preparing students with test-taking skills and strategies through practice. HYDE will also offer Saturday test preparation sessions to all students in testing grades (dates to be determined).

B. Grading Scale

Hyde Leadership Charter School - Brooklyn Report Cards are summative evaluations of a student’s work throughout the quarter. Students get graded each of the four quarters on the standards that were addressed in the quarter. Within each subject area, a student receives an overall grade. Report Cards are scored with levels 1, 2, 3 and 4. Each level is described below:

- **Level 4 = Exceeds Grade Level Standard (95%-100%)**
Student performs and utilizes the skill beyond expectations. The student demonstrates a thorough and deep understanding of basic and extended concepts and skills.
- **Level 3 = Meets Grade Level Standard (80%-94%)**
Student consistently demonstrates independence in this area. The student demonstrates understanding of both basic and extended concepts and skills
- **Level 2 = Approaches Grade Level Standard (65%-79%)**
Student frequently requires additional support in this area. The student demonstrates some understanding of basic concepts and skills.

- Level 1 = Below Grade Level Standard (0%-64%)
Student regularly requires additional support and guidance in this area. The student does not demonstrate understanding of basic concepts and skills.

Scoring Policy (Determines Overall Grades)

To determine a student's overall grade in a particular subject area, several data points are used. Teachers are expected to collect and score the following to determine the end of quarter grades including, homework, classwork, topic and unit tests, quizzes (curriculum based and teacher created), benchmark and interim assessments.

Grades Kindergarten - First grade

10%	Homework
60%	Classwork
20%	Topic and Unit Tests/Quizzes
10%	Benchmark Assessments

Grades Second - Fifth grade

15%	Homework
40%	Classwork
35%	Topic and Unit Tests/Quizzes
10%	Benchmark and Interim Assessments

C. Report Cards/ Progress Reports

1. Report Cards

The school year is divided into four grading periods after which all students receive a report card with teacher comments. Students will receive a report card in **November, February, April, and June.**

2. Receiving Report Cards

Reports cards are distributed three times a year during scheduled parent teacher conferences with classroom teachers. Conferences provide an opportunity for parents to meet with teachers and discuss their student's academic performance. The fourth and final report will be distributed to parents and/or mailed home the last day of school.

3. Impact of Unpaid Fees

When fees are unpaid (e.g., for lost textbooks, etc.), the student's final report card will not be released until the fees are paid.

D. Promotion Policy and Criteria

This policy articulates the specific criteria that define promotion from one grade level to the next for all students in the elementary grades at Hyde Leadership Charter School – Brooklyn (HLCSB).

All students at Hyde Leadership Charter School – Brooklyn are held to specific criteria that define promotion. Those criteria exist in the areas of attendance, comprehensive classroom assessments that include portfolios, anecdotal notes, teacher assessments and observations and benchmark assessments. HLCSB reserves the right to decide for promotion when

standardized test scores do not match previous student achievement as seen through portfolio, anecdotal notes or teacher assessments as defined by the promotional criteria.

Families are notified orally and in writing of possible retention through Parent/Teacher Conferences and Report Cards. The first indication of concern will be a mark in the Promotion in Doubt section of the Report Card during the fall/winter quarter. If students do not demonstrate improvement by the end of the school year, they are identified for retention for the following school year. All criteria are fully evaluated in the final promotion or retention decision. Please see the below chart for clarification.

End of the Year Promotion Criteria

Grade Level	Attendance	Teacher Recommendation	Benchmark Testing
K – 2nd GRADE	95%	At grade level performance	enVisions 2.0 Assessment Average of 80% ELA Benchmark Assessment Average 70-80% iReady Level 3 Proficiency
3rd – 5th GRADE	95%	At grade level performance	Math/Reading Inventory enVisions Assessment Average of 80% A Net Interim Average 70-80% ELA State Test: Level 2 and above Math State Test: Level 2 and above

E. Special Education Services

Hyde Leadership Charter School – Brooklyn’s special education program offers an Integrated Co-Teaching (ICT) model with one special education teacher and one general education teacher within the classroom. Along with one (1) ICT classroom designated at every grade level, HLCSB also offers Special Education Teacher Support Services (SETSS), as well as a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy according to individual needs. Hyde Leadership Charter School – Brooklyn is committed to improving the academic skill levels of students with differing abilities by working collaboratively with the New York City Department of Education Committee on Special Education (CSE), developing, implementing, and accounting for Individualized Education Plans (IEP’s) throughout the school year.

F. English Language Learners (ELL)

Upon registration, all parents must complete a Home Language Survey. Students who speak a language other than English will be administered the New York State Identification Test for English Language Learners (NYSITELL).

HLCS-Brooklyn’s ELL program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English Language and the development of academic language and vocabulary.

Each spring, ELL students are required to take the New York State English as a Second Language Test (NYSESLAT). The NYSESLAT determines if the student is entitled to continue to receive ELL services for the following school year. The student continues to take the NYSESLAT until he/she is considered proficient.

G. Summer School

Academic Summer Session

Hyde Leadership Charter School - Brooklyn may require students who have failed to meet the grade level requirements for promotion in specific courses to attend summer school. During summer school instruction, students will be taught review courses that focus on common core aligned, critical skills and concepts that students must demonstrate mastery in their respective grade level. In some cases, students who failed course work during the regular school year in Math and English Language Arts may be promoted to their next grade based on successful summer session experiences.

V. Ethics and Discipline

HLCSB promotes a nurturing school culture that has respect for diversity among students and between students and staff. We provide all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and meet our high academic standards and our ability to educate our students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students. Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight.

School employees who witness harassment/bullying or discrimination, or receive verbal or written reports of such acts, must promptly orally notify the Head of School no later than one school day after the employee witness or receives such acts. The Head of School or their designee will lead or supervise a thorough investigation of all reports of harassment/bullying and discrimination, and ensure the investigation is completed in a timely manner. When an investigation verifies a material incident of harassment/bullying or discrimination, the Head of School or designee will take prompt action, reasonably calculated to end the harassment/bullying or discrimination, eliminate any of the hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

The Head of School or designee will promptly notify the appropriate local law enforcement agency when it is believed that any harassment/bullying or discrimination constitutes criminal conduct. Retaliation by any school employee or student is prohibited against any individual who, in good faith, reports or assists in the investigation of harassment/bullying or discrimination.

A. Dean's Area

1. Purpose

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.

The Dean's Area, along with the entire community, works to maintain integrity and set high standards for the school so that we, the community, are able to grow as a safe, challenging, and trustworthy environment.

2. Action/Reflection in the Dean's Area

Action/Reflection is used daily in the Dean's Area. The individual student is given time to recognize unproductive and productive attitudes and behaviors. The Dean's Area encourages students to seek ways of improving those unproductive attitudes or behaviors that may discourage them now and in life as they grow to develop their own unique potential.

The beginning of the Action/Reflection cycle starts when a student is given a referral form that is filled out by a staff member. The referral states a concern for that student. Each student who is sent to the Dean's Area is given a basic writing assignment, which asks for specific details about the student's situation.

B. Accountability

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, one-on-one discussions, or within the classroom, on how their life may have benefited from the specific learning experience.

There are many levels of accountability for students, but they vary by level/grade.

Accountability is not a punishment. It is a time for the student to reflect on his/her own attitude and behavior.

Accountabilities are as follows:

1. Writing Assignments

There are various writing "reflection" assignments that focus on specific situations.

2. Peer Conference

Students and staff may call a conference at any time to discuss an issue with another student or staff member.

3. Parent Conference

Any student who fails to abide by the community standards of excellence or personal standards of excellence will have his/her parents contacted by a teacher, Dean, or Head of School 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. However, HLCSB will work with families to depending on the work schedule of the parent/guardian.

3. Community Service

Community Service is a special work project that a student must complete with effort.

Examples are assisting with the beautification of the school grounds, assisting a teacher with classroom assignments, cafeteria clean up, and a research paper.

4. Individualized Student Talk

Students may be asked to speak with specific students or faculty members in the Hyde community with whom they must have individual conversations. These are usually follow-up conversations after an incident, or are related to an area of growth that the student is currently demonstrating, such as courage, integrity, or leadership.

5. Addressing the Community

Students have to address the community about a behavior or attitude, what was learned from this experience; how they can make improvements, and commitments that the student has set for him or herself. The community listens to the student and offers feedback based on own personal experience or our relationship with the student. Students may also address the community for other reasons.

6. Concern Meetings

Concern Meetings consist of a panel of students, teachers, administrators and staff. If there is a particular student who has not been going after his/her best, anyone in the community can suggest a concern meeting. A student could call a meeting for himself or herself if necessary. The concern meeting takes place in a designated room. All attendees sit in a circle, and the student who received a concern meeting opens the meeting by discussing his/her current struggles and/or reasons holding him/her back from going after his/her best. The attendees offer their concern to the student during the meeting, and at the end, the student says what s/he learned in the meeting and sets goals that must be met.

7. Extended Time

At times, a student will need to spend extended time in the Dean's Area depending on his/her ability to proceed with the action and reflection process.

C. Code of Conduct/Disciplinary Policies

HLCSB holds all students accountable for their behavior. Behavioral infractions are grouped into three levels based on the severity of the infraction. Each level of infraction provides a set of possible disciplinary responses that may be imposed by school staff. HLCSB believes providing students with a safe, caring, and supportive environment to assist students in growing socially, emotionally, and academically. Through a restorative approach to discipline, students will be guided and supported in making wrongs right with member of the school community.

1. In-School Disciplinary Procedures

When a student engages in behavior, which is substantially disruptive of the educational process or substantially interferes with a teacher's authority over the classroom, the student may be subject to the following:

- Verbal warning
- Written warning
- Written notification to parent/guardian
- Confiscation
- Detention

- Exclusion and/or removal from a particular class or event
- Suspension from cafeteria, commons, library, social, athletic, after-school, field trip, extracurricular or other activities or privileges.

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

1. Lying
 2. Cheating
 3. Stealing
 4. Bullying
 5. Truancy
 6. Perpetual tardiness to school/class/activities
 7. Damaging property
 8. Engaging in sexual activity
 9. Fighting
 10. Horse playing
 11. Cutting school/class/activity
 12. Gambling
 13. Vandalism/graffiti
 14. Leaving school grounds without permission
 15. Using profanity
 16. Continuous and excessive disrespect to any adult or student in the community
 17. Refusing accountability
 18. Unapproved use of electronics (e.g. phones, iPods, iPads, etc.) during the school day.
 19. Sexual harassment
 20. Not following specific instructions continuously
 21. Gang-related activity
- Fighting, stealing, pulling the fire alarm, bullying, sexual harassment, and gang-related activity will result in an immediate parent conference and out-of-school suspension.

D. Suspensions

Suspensions are the last recourse in attempting to address students continued inappropriate attitudes and behaviors. Students who are found to have violated HLCSB Code of Conduct may be subject to one or more of the following:

1. Short Term In-School Suspension: 10 Days or Less

Because HLCBS believes that students can benefit from instruction in a school setting even when suspension is an appropriate disciplinary response, we provide alternative instruction for suspended students within the school setting unless the severity of the conduct leading to the suspension makes immediate return to school inappropriate or the School does not have adequate facilities or staff to provide a supervised alternative program. To the extent possible, the alternative in-school instruction program will be hosted at an offsite location with adequate facilities (e.g., a local library). The alternative program will provide similar academic curriculum that students would receive if attending regular classes. Alternative instruction will be provided for two hours per day. Some students may require additional instructional time, which HLCSB will provide accordingly.

2. Out-of-School Suspension

Out-of-school suspension can be issued to students for unacceptable and/or inappropriate behaviors and attitudes. All students and families are allowed due process. A student may be suspended from instruction only after his/her rights pursuant to Education Law 3214 as set below have been observed. When suspension in excess of five days is the appropriate response to student behavior, the student and his/her parent/guardian have certain rights set forth in the Educational Law of the State of New York and in school policy. Out-of-school suspensions are reserved for students whose actions have created a dangerous or potentially dangerous environment or whose actions are harmful or potentially harmful to themselves or others.

A parent conference will be conducted prior to the student's return to school. After having a conference, the student is expected to complete a writing assignment and speak with at least three people of the community to address his/her negative and positive attitudes and behaviors.

Suspended students of compulsory school age will receive alternative instruction substantially equivalent to that received by the students prior to the suspension. Alternative instruction will be provided under the supervision of the Dean of Student Life and Culture and include direct instruction by a teacher certified as per Section 2854(3)(a-1) as necessary to ensure that the students progress equally as any student who attends the regular class.

E. Expulsion

Expulsion is the final recourse for students who endanger the well being of students, faculty, staff or other members or visitors to the Hyde Community. A decision to expel a student is made by the Executive Director with approval from the Board of Trustees.

Expulsion Procedures

When a staff member becomes aware of conduct punishable by expulsion, the Head of School is notified and the student is informed of his or her misconduct and will report to the Executive Director. The Head of School or other designee of the Executive Director investigates and documents the incident. Suspension procedures will be followed. In extreme cases, parents are asked to immediately pick up the child from school.

The Executive Director or his/her designee consider the circumstances and determine whether the conduct warrants expulsion. Students who are candidates for expulsion are suspended from school until a pre-expulsion hearing has been scheduled with the student and the parents/guardians. Once a decision is made to begin expulsion proceedings, the Executive Director immediately notifies in writing (certified letter) the student's parents or guardians of intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours. The notice sets a time and place for a pre-expulsion hearing with the Executive Director and informs parents or guardians of their right to be accompanied by counsel or an individual of their choice. The family may waive the right for such a pre-expulsion conference.

If necessary, the Executive Director contacts the district of residence and arranges for a Manifestation Determination Review. The district sets the date for the review, and as such, if a MDR is held, the timeline for the rest of the expulsion process may be altered.

At the pre-expulsion conference, the Executive Director or his/her designee and other appropriate staff review the circumstances that led to the hearing, the expulsion procedure and timeline, ask and answer questions that clarify what occurred and whether it is reasonable to expel the student or not, and discuss next steps. After the hearing, the Executive Director will determine if the school will move forward with the expulsion process. If the decision is to move forward, parents are provided information that explains their right to a fair hearing with the Board of Trustees accompanied by counsel. If the decision is not to move forward with the expulsion process, the Executive Director will inform the parents/guardians and the student will return to school from suspension.

The Executive Director or his/her designee issues a written recommendation of expulsion to the Board of Trustees. The recommendation must be submitted to the Board of Trustees within 14 days of the precipitating incident (unless delayed by an MDR). A description of the incident and prior incidents that led to the recommendation for expulsion will be provided to parents.

At the earliest possible date from the receipt of recommendation, the Board of Trustees schedules a fair hearing. At the hearing, the Executive Director or his/her designee, and other appropriate school staff are present. The student and family may waive their right to the hearing or may be represented by counsel and present evidence.

Within 14 days of the fair hearing, or in cases where the family declines their right to a hearing, within 14 days of the Executive Director's recommendation, Board of Trustees will vote and the Executive Director will inform the parent/guardian of the decision.

If dissatisfied, the students' parent or guardian may appeal the Board's decision to the New York Department of Education. In addition, student and family have the right to attend any Board meeting. However, the full Board does not consider appeals of the Board decision.

If necessary, the Executive Director will contact the district of residence and arrange for a Manifestation Determination Review. The district will set the date for the review, and as such, if a MDR is held, the timeline for the rest of the expulsion process may be altered. School staff knowledgeable of the incident and the student's behavior will participate in the MDR meeting.

Students who are candidates for expulsion will receive alternative instruction pending investigation and until a conference is scheduled and conducted with both the student and parents/guardians. The Executive Director along with his/her designees will chair the meeting. The Executive Director makes the final decision to expel a student. Parents have the right to appeal the decision of the Executive Director to the Board of Trustees. Upon expulsion written notification of removal from HLCSB will be submitted to the Department of Education.

HLCSB will provide alternative instruction of at least two hours per day for expelled students until the student enrolls in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, or until the end of the year, whichever comes first. The family may waive their right to alternative instruction. The Executive Director may prohibit an expelled student from returning to the HLCSB site, in which case alternative instruction will take place at another nearby site or at the student's home.

Grounds for Expulsion include:

1. Violation of students' or staff's personal property.
2. 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 repellant, 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.).
3. Possession and/or use of drugs or alcohol
4. Misuse of prescription or over-the-counter drugs
5. Fighting
6. Arson, explosions, use of fireworks*
7. Battery of a school employee, visitor, or another student
8. Robbery or theft
9. Criminal mischief, including discharging fire extinguishers or setting off a false alarm
10. Encouraging or assisting another to commit any of the foregoing infractions
11. The commission of any misdemeanor or felony
12. Any threats to commit any of the above infractions
13. Incurring three (3) suspensions; the student can be expelled at the time of the third suspension

*Hyde Leadership - Brooklyn reserves the right to confiscate drugs, alcohol, tobacco products, lighters, incendiary devices, weapons, etc. immediately upon discovery. Furthermore, students who bring weapons to school will be expelled for not less than one calendar year, as required by the Safe and Gun-Free School act (subject to case by case exception).

F. Provision of Alternative Education for Suspended or Expelled Students

HLCSB will provide an alternative education program to all students who are expelled or suspended, equal to that which they would have received in school, within 24 hours of the suspension or expulsion. Specifically, for suspensions of less than 10 days, HLCSB will ensure that students receives 2 hours of daily instruction at school and all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provision will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. Alternative instruction with reasonable promptness and by appropriate means to assist the student so that the student is given full opportunity to complete assignments and continue to learn, including, if necessary, additional written instructions, phone assistance, computer instruction and/or home visits and one-on- one tutoring.

For suspensions of 10 days or longer, students shall receive all of the above referenced services, if necessary, with greater emphasis on tutoring and home visits. The services provided will be designed to ensure that the student is given the opportunity to master benchmarks and exit outcomes and take such assessment tests and quizzes.

For expelled students, HLCSB will provide as necessary the above-services until the end of the school year or until the student is enrolled in another accredited school, or otherwise participating in an accredited program. Upon expulsion written notification of removal will be submitted to the Department of Education.

G. Students with Disabilities

Students with disabilities are expected to be governed by the same conduct and discipline policy as all students, except when it is determined that the behavior(s) for which the student was referred is a manifestation of his/her handicapping condition. In addition to discipline reports and incident reports, parents/guardians will receive a Notice of Procedural Safeguards from HLCSB. The student, after determination by the appropriate personnel, will be referred to the CSE. The CSE, after referral, may then evaluate the action in question and determine if program modifications are appropriate, including, but not limited to additional services, counseling behavior management and/or change in placement. To support the process, school staff will participate in any related IEP meetings and provide necessary and documentation and reporting.

3. Parent Commitment

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

VI. Family Education Department

A. Overview

The Family Education Department (FED) is designed to emphasize, foster, and develop family renewal by bringing students and parents/guardians together to focus on personal growth. Such activities include off-site retreats, monthly parent discovery group meetings, and family Saturdays. The FED Director serves as parent liaison for the school. The FED director strives to assist parents, students, and teachers in working together to help students reach their unique potential.

With an open door policy, we encourage parents to become active participants in the education process.

The FED is a very important facet of our school's mission. We believe that "home is the primary classroom" and the support behind the character development we work to instill in our students. Parents are required 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.

Please feel free to contact the FED Director or staff to discuss issues of concern or to request assistance in issues that affect your Hyde students.

B. Parent Discovery Groups

The most important aspect of the FED is the monthly Parent Discovery Group Meetings. For each month of the school year there are designated meetings held for parental personal

development. It is a mandatory portion of our program.

Make-up sessions will be held for families who miss regularly scheduled meetings.

Please be mindful that it is also possible for a student's enrollment to be significantly jeopardized by a parent or guardian's failure to attend monthly meetings.

C. Family Days

Family days are held two times a school year. Students and their parents or guardians are required to attend the weekends together. For each month that there is a Family Weekend, attendance to that meeting will count as the parent participation for that month. It is encouraged that in a family where multiple student attend our school, alternate family members attend as representatives for each student in the community.

D. Parent Leadership

a. Parent-Teacher Organization

Hyde's Parent-Teacher Organization will work with the Head of School to provide input, suggestions and guidance on issues and matters affecting our students.

b. Parent Volunteers

Parent volunteers are welcome at HLCS-Brooklyn. Parents, who wish to volunteer on a regular basis, will need to obtain fingerprint clearance from the Department of Education. Volunteer applications are available at the Family Education Department.

c. Parent Facilitators

HLCSB welcomes parent involvement during Discovery Groups. Parents who are interested in facilitating Parent Discovery Group Seminars should contact the Family Education Department for more information about training, responsibilities, and other requirements of this role.

IV. Action Reflection

A. Overview

Hyde Leadership Charter School - Brooklyn 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 various 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.

Although our program addresses all facades of one's character development, there are 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 we call Action/Reflection.

HLCSB students will at various times be involved with the following:

1. Discovery Group
2. Journaling
3. School Meetings
4. Concern Meetings

B. Discovery Group

Each student will be assigned a discovery group. A discovery group is a structured forum for communication among students, their peers and a faculty member. It is designed to teach, model and encourage students to take responsibility for their personal growth and learning through

developmentally appropriate lessons and activities. Discovery Group guide students 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.

C. Journaling

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 a particular topic. The Hyde School words and principles are often the focus of the questions. Sometimes the questions include time to journal on whatever is most present in our minds. At Hyde School, part of the goal is to respond to the questions, but also to share with and/or hear from other people (students and faculty) in the community.

D. School Meetings

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

VIII. Parent 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 – Brooklyn. It is also the responsibility of parents and guardians to update all personal information on a regular basis while your child is attending Hyde Leadership Charter School - Brooklyn, 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 book 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 – Brooklyn School Community. Without your commitment to upholding these values and expectations, our work with your child is incomplete and compromised.

At the heart of HLCSB is the belief that the parent is the primary teacher and the home is the primary classroom. At Hyde, **student success is directly linked to the commitment of parents to participate in our program** and to demonstrate a willing and enduring commitment to the policies and procedures that make our school operate in benefit of our students. Our expectation is that parents and school staff will work in partnership in these efforts.



HYDE LEADERSHIP CHARTER SCHOOL – BROOKLYN

FAMILY COMMITMENT

The Five Words and Five Principles are the foundation of the Hyde Leadership Charter School - Brooklyn community values and shared commitment. As a member of this community, I agree to participate fully in the Hyde process with a commitment to discover and develop within myself these words and principles.

Five Words

COURAGE ♦♦ CONCERN ♦♦ CURIOSITY ♦♦ INTEGRITY ♦♦ LEADERSHIP

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

MISSION STATEMENT

Hyde Leadership Charter School – Brooklyn's mission is to develop the deeper character and unique potential of each student and community member.

At the heart of Hyde Leadership Charter School-Brooklyn is the belief that the parent is the primary teacher of the child's life and home the primary classroom; therefore, the parent has a responsibility to grow and change. Student success at Hyde Leadership is directly linked to parent participation in our parent program and parents' commitment to their own growth. Parents must work in partnership with the school staff for the benefit of the child.

FAMILY COMMITMENT



As a parent in the Hyde Leadership Charter School-Brooklyn, I agree to do the following:

1. Attend the scheduled Parent Discovery meetings, once per month.
2. Attend the two Family Days (Fall and Spring), which include scheduled activities on Saturday.
3. Ensure that my student arrives at school on time (7:45 a.m.) and is in compliance with Hyde Leadership Charter School – Brooklyn dress code and attendance policy.
4. Schedule and participate in Parent/Teacher conferences.
5. Actively participate in my child's education, school decision-making and evaluation.
6. Support the school's ethics.
7. Respond to school communications.
8. Support my child's education to the best of my ability.
9. Read to or with my child at least 15 minutes per night, (the single most important way parents can help children love to read.)
10. Read and understand the school's mission and goals.

As a parent in the Hyde Leadership Charter School – Brooklyn, I understand that:

- At times, students may be required to attend at school functions on Saturdays and/or after school.
- Failure to fully participate in the monthly Family Program — Parent Discovery and Family Discovery events — will negatively impact my family's enrollment at Hyde Leadership Charter School – Brooklyn.

Parent/Guardian Name (Print)

Child's Name and Grade/Class

Parent/Guardian Name (Print)

Date