



STUDENT HANDBOOK

Hynes Charter School

LAKEVIEW

504.324.7160

Hynes Charter School

UNO

504.359.7700

Hynes Charter School

PARKVIEW

504.766.0299

<https://www.hynesschool.com>

<https://www.facebook.com/hynesschool>

<http://Instagram.com/hynescharterschools>

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WELCOME TO HYNES

Hynes Charter Schools provide quality education to students on three campuses. The Lakeview campus serves pre-kindergarten through eighth grade, the Hynes-UNO campus currently serves kindergarten through fifth grade and will continue to add grades in subsequent years, and the Hynes-Parkview campus serves kindergarten through eighth grade. With the support of the New Orleans Public Schools Board, the original Hynes School transitioned operations to charter in 2006 and moved into its permanent location in January 2012. The school has enjoyed a reputation for excellence in education due to its exceptional faculty, dedicated administrators, involved parents, superb students, and continuous improvement of instructional programs. This long-term success created the opportunity to replicate another campus. After long and thoughtful planning, the second campus, Hynes-UNO, opened in August 2019, in corporate partnership with the University of New Orleans. This campus has moved to its permanent location on the University of New Orleans, and the third campus Hynes-Parkview opened in August 2021.

Caring, informed, and involved families are key to your child's success and to our schools' ability to provide a well-rounded education. The purpose of this handbook is to provide information that can assist you at any Hynes campus.

Please take the time to review this handbook with your child(ren). Read and sign the Parent/Guardian Acknowledgement and Compact on the last page of the handbook. Please return the Acknowledgement and Compact page to your child's homeroom teacher. Keep your handbook in a convenient location, so you and your child(ren) can refer to it throughout the school year.

We ask all families to help our students understand the importance of a good education by making a commitment to always do their best. This is your school, so please participate. Research has proven that children are more successful when their families are actively involved in their education. Make it a point to attend scheduled report card distributions; visit your child's classroom; sign and review weekly communication folders/daily agendas; support the uniform/dress code policy; help out with a club; and participate in all PTO activities.

GENERAL INFORMATION

HISTORY, TRADITIONS, AND CORNERSTONES

Mr. Edward Hynes (1872-1936) was a native New Orleanian and educator. He earned a Bachelor of Science Degree in Engineering and later taught mathematics in the New Orleans high schools. His reputation influenced his appointment as Louisiana's first attendance officer. He was later named Director of Night School, and in 1924 he was promoted to Superintendent of High Schools. A dedicated educator, Mr. Hynes received many honors, including life membership in the National Association of Superintendents.

Hynes School, located at 990 Harrison Avenue, opened on September 8, 1952, and initial accreditation was received through the Southern Association of Colleges and Schools in 1969. Hynes was recognized as a National Blue-Ribbon School of Excellence in 1988 by the United States Department of Education.

On August 29, 2005, Hynes School was inundated and destroyed by Hurricane Katrina floodwaters. Consequently, the school was closed for the remainder of the 2005-06 school year. However, the Hynes spirit and determination lived on in parents, staff, and alumni. In March 2006, the school was granted a Type 3 Charter by the Orleans Parish School Board and the school proudly forged its first partnership with the University of New Orleans. The Hynes Charter School Corporation was created to support the financial, operational, and academic functions of Hynes Charter School.

On August 21, 2006, the school reopened in two temporary locations. Pre-kindergarten through fourth grades were located at 719 S. Carrollton Avenue, and the fifth through eighth grades were located at St. Henry's School at 821 General Pershing. In the fall of 2007, both campuses were united at the St. James Major site and for the first time in Hynes' history, students wore a school uniform for the 2007- 08 school year. On January 9, 2012, Hynes returned to its original campus in a completely rebuilt building located at 990 Harrison Avenue.

In the Spring of 2018, Hynes Charter School administration and board embarked on a self-study and green-lighting process to determine the feasibility of replicating this model of success. In the Fall of 2018, the leadership of the University of New Orleans and Hynes Charter School, decided to partner for the replicated campus. A strategic plan was created and the second campus, Hynes Charter School-UNO, opened its doors on August 22, 2019, in a temporary location provided by New Orleans Public Schools Board. In November 2020, the NOPS selected Hynes to be the 2021-2022 operator for the Parkview campus at 4617 Mirabeau Ave. Hynes-Parkview opened its doors on August 16, 2021. After years at a temporary site, Hynes-UNO officially moved into its permanent location at 1901 Leon C. Simon on the University of New Orleans campus.

School colors and symbols create a culture of belonging and develop a sense of school spirit and pride. The Hynes crest, developed in 2016, is the symbol for the schools and the Hynes Charter School Corporation. The crest is divided into four quadrants: a bold H, a fleur-de-lis, a husky paw and founding date of 1952, and a book with a feather. These symbols bring meaning and context to our institution. The Hynes Lakeview school colors are green and white, the Hynes-UNO colors are royal blue and steel gray, incorporating images from our partner, the University of New Orleans, and the Hynes-Parkview colors are navy blue and yellow. The mascot for all schools is the Siberian Husky-- a free-spirited, friendly, intelligent, and eager animal. The Hynes-Lakeview Husky is named Snowball. The Hynes-UNO Husky is named Beignet. The Hynes-Parkview mascot is named Praline.

The Hynes-Lakeview newsletter is *The Husky Highlights*. At Hynes-Parkview, the school's newsletter is the *Parkview Press*. The yearbook is distributed annually with the yearly theme as the title. The school's literary publication is *Kaleidoscope*. The campuses have their own version of each.

Positive Behavior Intervention Support (PBIS) is a school-wide system of researched based strategies used to increase the quality of life and decrease problematic behavior by teaching new skills and creating a supportive environment. PBIS celebrations at the Hynes-Lakeview and Hynes-UNO campuses are held on or around the last day of each quarter for students demonstrating outstanding behavior as deemed by the teachers' classroom management plans. To participate, a student must maintain 90 points or higher in behavior. At the Hynes-Parkview campus, students maintain points via PBIS Rewards. Each month, students who maintain the required number of points are eligible to attend a PBIS celebration. PreK and Kindergarten students participate in PBIS as part of developing a keen sense of self.

Student of the Month (SOM) is awarded to a student in each homeroom who demonstrates the characteristics of the Husky High Five: cooperative, peaceful, respectful, kind, and safe. Only students in grades 1-8 qualify. In lieu of SOM, PreK and Kindergarten students are celebrated as Students of the Week in their classrooms.

In Fall 2012, Hynes Charter School proudly adopted the Olweus Bully Prevention Program. Olweus is a systemic, research-based approach to integrating and promoting a positive school climate at four levels: individual, classroom, school-wide, and community with a family involvement component.

The Hynes Charter School Corporation has identified a set of five cornerstones which are integral components to our school operations.

1. Student-centered instruction- We advocate, nurture and sustain a culture of high expectations for performance with equitable opportunities for students to learn with a collective responsibility for students' success.
2. Inclusive and positive school culture- We focus intentionally on the social-emotional development of students and staff in a safe school environment. Relationships are at the heart of all we do. We value celebration and recognition of our entire school community.
3. Tailored enrichment opportunities for students- We offer a variety of programs for all students including clubs, sports, competitive and non-competitive teams, arts, music, foreign language, coding, technology, and engineering during school hours and after school hours, as defined by community interests.
4. Invested and committed community- We engage, educate, and empower internal and external stakeholders to advance the organization's mission and goals for sustained, continuous improvement.
5. Sustainable organization- We responsibly coordinate resources and programs to advance the mission and vision of the organization while being good and ethical stewards of public and private funds. Our collaborative, distributed leadership structure develops strong leaders from within and elevates teacher voice.

In 2019-2020, the corporation established a chief executive officer, a chief financial officer, and an executive director of school operations. Each campus is led by an administrative team comprised of a principal, assistant principal(s), and a leadership team.

Hynes Spirit Song

Words by: Dr. Anita Prieto

Melody: Hey, Look Me Over

Hey, look us over, we are the best
Shoulder to shoulder, leading all the rest.
Standing together, part of the team,
We're willin' to give
Whatever it takes
To help fulfill our dream.
And you can count on our spirit,
We'll win the fight,
Wearing our colors,
Husky green and white.
Yes, hand in hand
With friends we'll stand,
We always will be true,
Hynes, forever, we'll love you.

Hey, look me over, I'm on my way:
I'm getting better every single day.
You, too, can do it, aim for the sky,
You'll never be able
To reach the top.
Unless you really try.
And we will build for the future,
Give it our all,
You'll always find us standing proud and tall.
If we start every day
With a loud hooray
And keep our spirits free,
We'll go on to victory!

MISSION STATEMENT

Hynes...quality education shaping leaders for a changing world.

ADMISSION TO HYNES

Any student residing in the city of New Orleans may apply to any Hynes campus through the Enroll Nola online portal at <https://enrollnolaps.com/>. Refer to their website for instructions and timelines. For assistance with EnrollNOLA by phone call tel:504-910-8500 or connect by visiting <https://enrollnolaps.com/connect>.

Hynes-Lakeview has a half-day, pre-kindergarten which is a special education/gifted program. The student must meet gifted criteria according to Bulletin 1508 for gifted and talented preschoolers to be admitted to the pre-K gifted program. Call the New Orleans Louisiana Public Schools (NOLAPS) regarding pre-K gifted testing at (504) 359-8154. Any assessments, private or public, must be compliant with Bulletin 1508 and must be received by NOLAPS to certify a child's eligibility.

NONDISCRIMINATION POLICY

Edward Hynes Charter Schools admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Edward Hynes Charter Schools do not discriminate on the basis of race, color, national origin, or ethnic origin in admission of its educational policies, admission policies, and athletic and other school-administered programs.

OFFICE PROCEDURES

Parents/Guardians can reach a faculty member by sending a note to school with the child, by sending a message to the teacher's email, sending a message via Parent Square, or by calling the school office to leave a message with the administrative assistant. Every minute of instructional time with students is valued, therefore teachers will not stop instruction to engage in unscheduled conferences, including the preparation time before school. Teachers will not be called to the telephone during school hours but will make every effort to respond to calls as soon as possible or during planning time. During holidays and extended breaks, teachers may or may not have access to their email or may not be able to respond until school resumes.

Parents/Guardians are expected to handle questions or concerns with the classroom teacher prior to requesting an administrative appointment. The principal, assistant principal, and/or principal's designee are available by appointment between 7:30 A.M. and 3:00 P.M. Communication with school administration should be made by email or in writing, with the parent's name, child's name and teacher, a daytime telephone number,

and a brief description of the matter. All written communications should be submitted through the homeroom teacher or directly to the office.

LANGUAGE ACCESS

Hynes offers language assistance services in-person and over the phone. For more information, please contact Brandi Huling, Director of Special Education.

A Home Language Survey (HLS) is required and completed at the beginning of each year by families as part of the back-to-school information packet and is maintained by the school.

TRANSFER OF PERSONALLY IDENTIFIABLE STUDENT INFORMATION (PII)

Due to the increasing awareness and concern about the commercial and criminal use of student information, the Louisiana Legislature now requires both the state Department of Education and New Orleans Louisiana Public Schools (NOLAPS) (and its schools) to provide accurate information of various transfers of student information. Please visit: <https://www.louisianabelieves.com/resources/library/data-center/protectingstudent-privacy> for more information. To determine what constitutes personally identifiable student information, please see La. R.S. 17:3914(B)(1)(a-c).

CONCUSSION PROTOCOL

Hynes staff is educated on the Center for Disease Control's concussion protocol and will follow it for head injuries. "When in doubt, sit it out." Teachers, coaches, and those assigned to specific duties will take action to sit a child out of an activity. The accident reporting protocol will be followed.

ACADEMICS & ACHIEVEMENTS

STANDARDS & CURRICULUM

Hynes teachers follow the standards set forth by the Louisiana Department of Education and approved by the Louisiana Legislature. Teachers implement curriculum to best meet the standards of achievement. Ongoing professional development and learning communities improve teacher planning, instruction, and assessment. Parents/guardians have opportunities to learn more about our programs throughout the school year. Look for communications and special invitations from teachers.

SUCCESS FOR ALL (SFA), iREADY READY READING, AND GUIDEBOOKS

The school-wide literacy program is Success for All, a research-based model that encompasses reading, writing, speaking, and listening. The goal of SFA is to have children reading at or above grade level by the third grade. Students in pre-kindergarten and kindergarten follow their program level for the year. Students in grades 1-5/6 are assessed and grouped each quarter based upon their mastery and instructional levels. iReady is implemented in grades K-8 as an additional support in ELA (English Language Arts) and reading. IReady Reading is used in grades 2 – 5 to support the Louisiana Common Core writing standards. Louisiana Guidebooks support the 6th-8th grade ELA content. Students in 7th and 8th grades at Hynes-Parkview are also instructed using Louisiana Guidebooks.

EUREKA SQUARED MATHEMATICS

Students in grades K-7/8 will use Eureka Squared Mathematics as the Tier 1 math curriculum. Additional resources may be found on the Hynes school website. Each student has a subscription to IXL and is strongly encouraged to utilize it.

SCIENCE AND SOCIAL STUDIES

Teachers in grades K-7 use the scope and sequence published by the Louisiana Department of Education. All student resources used in science and social studies are designated by LDOE as Tier 1 curriculum. These resources include Studies Weekly and Gallopade Social Studies Curriculum; Open SciEd and Amplify will be used for science.

SPECIAL PROGRAMS

English Language Learners (ELL)

Students whose primary language is not English will take the English Language Proficiency Screener (ELPS) assessment to determine if they should receive services from an EL teacher. The ELL students may receive one or more of the following types of EL service(s): sheltered instruction or pull-out services. The general education teacher is expected to work together with the EL teacher to provide support for the student(s).

French Immersion (FI) | All students at Hynes-Lakeview and Hynes-UNO in K-5

Parents of students entering kindergarten may consider entering their child(ren) in the French Immersion (FI) Program. Students in this program receive their math, science, and social studies curriculum in French. The French teachers are the teachers of record for these subjects. French Immersion students spend approximately 60% of their day in the FI program. The Hynes FI program received “World Language Certification” by the Louisiana Department of Education in 2019. The FI program is a commitment parents make upon enrolling their child.

Foreign Language in Elementary School (FLES)

All students at Hynes Lakeview and Hynes-UNO from pre-kindergarten through 8th grade may receive weekly instruction in the French language and culture. Middle school students who are alumni of French Immersion will be offered an opportunity to receive advanced French instruction, which may include working toward a French I credit.

Gifted and Talented Programs

Hynes provides services for gifted, talented in visual arts, and talented in theater to students who qualify under Bulletin 1508. Students must be referred via written parent request or by a faculty member for consideration of placement in the gifted and/or talented program. Following receipt of the referral, the Student Assistance Team (SAT) chairperson will disseminate required parent permission to screen forms. Once returned, appropriate screenings will be conducted to determine a student's eligibility for the gifted and/or talented program. Parents will be notified of the students' screening results.

Health and Physical Education

All classes have weekly P.E. instruction in addition to daily, supervised recess time. In class, students engage in exercises which focus on improving motor skills, sportsmanship, cardiovascular fitness, and health and safety issues.

Student Assistance Team (SAT)

Parents or teachers with concerns about a student's attendance, health, academic, or social development, may refer the concern to the Student Assistance Team (SAT). The SAT consists of the parent/guardian, special and general education teachers, social worker, school nurse, speech therapist, support and appraisal personnel, the principal, and/or the principal's designee. For more information regarding the rights of students with disabilities, please visit the state's Department of Education website and download the "Louisiana's Educational Rights of Children with Disabilities" handbook at <https://www.louisianabelieves.com/academics/students-with-disabilities>.

Social Work Services

Hynes social workers coordinate age-appropriate groups such as grief, anger management, divorce, and social skills. The social worker(s) strives to assist the school in meeting the academic, social and emotional needs of students and their families. Families in need of assistance may contact the school site social worker for assistance.

Nurse

Hynes nurses assist the school in meeting the health needs of students. It is the parent/guardian's responsibility to contact the school site nurse if their child has a medical condition that may affect their child while at school. Documentation accepted by the school's nurse may include signed medical releases, physician orders, and diagnosis and/or treatment.

Speech

Speech services are offered to students who qualify. Students must be referred through the school site's Student Assistance Team or with a Bulletin 1508 compliant evaluation for a screening to determine eligibility for services.

Access to Technology

Students and teachers at Hynes use technology throughout the day. Formal instruction and project-based learning opportunities are provided through two computer labs and student-issued devices. Students may use the lab for research, remediation of skills, assessment, and enrichment. Students must have a signed, current Acceptable Use Policy (included in the back-to-school information packet) form on file with the homeroom teacher. In addition to computer instruction, Hynes teachers use laptops, iPads, and other devices to teach and assess students. In accordance with La. R.S. 17:280, Hynes shall provide age and grade appropriate classroom instruction regarding Internet and cell phone safety. This instruction shall include, but is not limited to: (1) safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant

messaging, and other means of electronic communication; (2) risk of transmitting private personal information; (3) recognizing, avoiding, and reporting solicitations by sexual predators; (4) recognizing and reporting illegal activities and communications; (5) recognizing and reporting harassment and cyberbullying; (6) recognizing and avoiding unsolicited or deceptive communications; and (7) copyright laws on written materials, photographs, music, and video. See Appendix IV for the "Acceptable Use Policy."

Library Services

Hynes students have library and media classes for students. Students are encouraged to become responsible users of the library. Students may access the Hynes library collection via the Hynes website. Students must have a signed, current Library Permission (included in the back-to-school information packet) form on file with the homeroom teacher.

Music

Hynes provides music appreciation to students. Music classes are offered at various grade levels throughout the year. Students learn music appreciation, vocal and instrumental skills. all Hynes campuses offers chorus and/or band programs.

Field Trips

Field trips are taken to enrich the curriculum. Classes periodically visit museums, landmarks, and other educational destinations around the city. Permission slips are sent home prior to each trip indicating date, amount, and any special information. All due dates and timelines will be strictly enforced. Students not adhering to the timelines will not be permitted to participate in the field trip. If a student's behavior causes a safety concern, the field trip money will be refunded. An alternate plan will be made for the student to remain at school. All school volunteers and field trip chaperones must pass an annual background check or receive clearance based on the results of the badge issued by the front office. Please speak with the office for more specific information. A parent/legal guardian who would like to chaperone is expected to have a current background check on record with the office from an accredited agency such as NOPD or the FBI at your own expense. Siblings or other children are not permitted to attend while volunteering in classrooms or on field trips. Chaperones must remain with the group at all times, and follow the guidelines set forth by the coordinating teacher.

TESTING AND GRADING

Standardized Tests

Hynes implements Louisiana's policies regarding standardized tests. In the spring of each school year, students in grades three through eight are required to take the LEAP 2025 state assessment. Other universal assessments such as K-3 Literacy Screener (DIBELS), LEAP 360, Performance Series, i-Ready, etc. are administered throughout the year to collect data to monitor student progress. An Algebra I placement test is administered to rising 7th graders at Hynes-Lakeview. Qualifying eighth grade students will take the LEAP HS Algebra I (End of Course), and any other state/district mandated assessment at the end of the school year.

Uniform Grading and Academics Policy

Hynes adopts the Hynes Charter School Corporation (HCSC) Pupil Progression Plan and the Student Code of Conduct which can be found on the Hynes Charter Schools website.

If a student receives a grade lower than 50 it will be recorded by the teacher and entered as a 50 in PowerSchool. If bonus points are offered, they will be added to the actual grade. If that is still below 60, it is entered into PS as 50.

Hynes Charter Schools will use the following uniform grading system for students. Kindergarten students will receive a quarterly, standards-based report card graded using the scale below. Students enrolled in grades 1-8 will receive report card generated from PowerSchool with numerical grades.

Kindergarten Standards Based Grading Scale	
3	Fully meets learning standard
2	Partially meets learning standard
1	Minimally meets learning standard
0	Does not meet learning standard, requires significant support at this time
N/A	Skill not assessed during this quarter

Grades 1-8 Grading Scale	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60

F	59-0
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Citizenship Grading Scale	
O = Outstanding	100-90
S = Satisfactory	89-80
N = Needs Improvement	79-70
U = Unsatisfactory	69 and Below

Student grades and averages are expressed as numerical grades that are in percentages. Numerical grades are recorded on official documents: Cumulative folders, transcripts, and in the student information system (SIS). Report cards for grades 1-8 are generated from the SIS.

All quarterly grades in promotional subjects are comprised of a minimum of nine grades. The grades are classified and weighted as formative, summative, or exam. The final average for each subject is calculated by averaging the four quarterly grades.

- The weights below apply to the following subjects: Mathematics, ELA, Science (grades 3 – 8), and Social Studies (grades 3 – 8).

Grading Weights for Promotional Subject, excluding Reading		
Formative Assessment	Summative Assessments	Quarterly Assessments
35% Examples: homework (1), small projects, and quizzes	45% Examples: tests, mid-module tests end of module test Tests, and major projects	20% Examples: quarterly exam or final quarterly project
The number of formative and summative assessments should be approximately equal.		One Quarterly Exam per Quarter.

The weights below apply to **SFA READING** only:

Grading Weights for Reading		
Component	Assessments	Weight
Roots	Levels 1-4 Fluency (2)	35%
	Levels 1-4 Read and Respond	20%
	Levels 1-3 Words Out Loud / Fast Track Phonics	45%

	Level 4 Story Test / Adventures in Writing	
Wings	Fluency	20%
	Read and Respond	20%
	Comprehension / Word Power / Adventures in Writing	60%

For **second grade**, Science and Social Studies are taught and assessed, but are not promotional subjects. Therefore, science and social studies grades for second grade are not averaged in the GPA. Four or more grades per subject are averaged to provide quarterly feedback.

The lowest grade entered in PowerSchool is a 50. If a student receives a grade lower than a 50, the actual grade is recorded in the paper grade book, and a 50 is recorded in PowerSchool. For missed work, teachers, students, and parents/guardians should work together to ensure students submit work or projects to avoid receiving a 50 (zero.)

Upon returning from an absence, a student has the same number of days as the absence to make up for missed work for full credit. It is the student's responsibility to obtain any makeup work and assignments from his/her teacher. Extra credit may be offered at the teacher's discretion.

Teachers may give unannounced assessments or pop quizzes to determine proficiency in assigned materials. Each teacher will communicate homework policies in a back-to-school letter and during orientation. Grades are posted on PowerSchool, and parents are expected to regularly sign in online.

Special Education: Report Cards/Grading Procedures

All diverse learners with an Individualized Education Plan (IEP) will receive a quarterly Progress Report. Report cards for diverse learners will typically be the same as report cards issued to general education students. Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. In lieu of receiving a typical report card, students with low incidence disabilities will receive a quarterly progress report indicating progress toward annual his/her IEP goals.

Behavior

The academic environment is supported by a strong and positive student culture. Behavior in the classroom and around the school is an especially key component to our success. Students in grades K-1 will receive a daily and weekly letter grade based upon the classroom teacher's management system. The weekly grade will be averaged to determine the quarterly citizenship grade. Students in 2nd grade will receive weekly

behavior grades. These weekly grades will be averaged to determine the quarterly citizenship grade. Students in grades 3-8 are assigned 100 points at the beginning of each quarter. Behavior infractions reduce the number of points the student maintains. Please refer to the student agenda for details.

PROGRESS REPORTS, REPORT CARDS, & PARENT/TEACHER CONFERENCES

A mid-quarter progress report is distributed to each student in grades 1-8. Parents/guardians are required to review it, sign it, and return it to the homeroom teacher. Parents/Guardians are required to attend the quarterly report card distribution in October, January, and March for students in pre-kindergarten through eighth grade. Final report cards are mailed to the most current address on file in PowerSchool one week after the last day of school.

Brief conferences are held with parents for the 1st, 2nd, and 3rd quarters. Parents/Guardians may request a conference with a teacher at any time during the school year to discuss any concerns, and teachers have designated planning periods to conduct these conferences. Regrettably, teachers may not schedule these during instructional time and parents should not visit teachers in the classroom prior to the start of the day without an appointment. Teachers will make themselves available for conferences by appointment. If a conference is requested by a teacher or an administrator regarding a child in any grade, it is essential that at least one parent/legal guardian attend. During the 2nd and 3rd quarters, parents will be informed if their child is in danger of failing in accordance with the HCSC Pupil Progression Plan.

PROMOTION

Hynes Charter Schools adhere to the HCSC Pupil Progression Plan adopted by the Hynes Charter School Board of Directors. Students are promoted to the next grade level at the end of the school year by meeting the promotional requirements stated in the Pupil Progression Plan and by maintaining a minimum of a 67 D average in each of the promotional subjects. The promotional subjects for each grade level are as follows:

Grade K	Benchmark on Acadience End of Year Assessment and Roots Reading Assessment, and 75% mastery of Language Arts, Math and Social Development on the final (4th quarter) report card.
Grades 1-2	Reading, Language Arts, Mathematics

Grades 3-5	Reading, Language Arts, Mathematics, Science, and Social Studies
Grades 6-8	Reading/Language, Mathematics, Science, and Social Studies

HOMEWORK POLICY

Every student at Edward Hynes Charter Schools is required to record and complete any homework assignments to be submitted on the due date. Each child in grade 1 or higher has at least 20 minutes of reading homework per night which must be signed by an adult in the home, preferably a parent/guardian. Homework is also given in other subjects and is counted toward the quarterly grade. The purpose of homework is to develop responsibility and accountability, while providing an opportunity for students to practice or enrich skills and to prepare for future lessons. Parents/Guardians or family members are responsible for being active participants in the homework process. Each grade level (1st - 8th) has a specific agenda in which to record homework assignments and track homework completion. When a student is absent, parents/guardians should call the school office before 10:00 A.M. to obtain books and assignments. If requested, books and assignments must be picked up before 2:30 P.M. Students are responsible for completing missed assignments and tests. Homework cannot be sent for pick-up from the Husky Care area.

HOME/SCHOOL COMMUNICATION

Academic grades are posted in PowerSchool. Parents/legal guardians are required to show proof of ID in order to obtain PowerSchool login information. Contact the office for more information. Homework and behavior grades are recorded in the communication agenda. Parents/guardians are expected to review and sign communication folders or agendas on Wednesdays. Students are required to have their communication folders/agendas with them at all times. Mid-quarter progress reports will be sent home in this folder/agenda.

TRANSCRIPTS

An official transcript is embossed with the school's emblem and is a single, cumulative record of a student's grades and standardized test scores. Any other materials, such as a copy of medical records, must be specifically requested. The office does NOT copy birth certificates, social security cards, or other personal records. When requesting a recommendation or a transcript for a student, please make your written request to the

office in advance. Please allow 3-5 business days to process this request. You must include the child's name, current homeroom teacher, and the destination of the transcript. All transcript requests are processed in the order in which they are received. The office cannot accommodate drop-in transcript requests. The first transcript for exiting students is free; the cost of subsequent transcripts is \$5 per set.

AWARDS/RECOGNITION

Students who excel in academics, behavior, and attendance are recognized quarterly and at the end of the year awards program. Students are recognized for Principal's Honor Roll, Alpha Honor Roll, Beta Honor Roll, Citizenship, Athletics, and Clubs. Regular recognition and celebrations are part of the school's culture. Students whose parents/legal guardians have provided written consent to release their name, photo, or other personally identifiable information will be recognized for honor roll, achievements, special programs and other accomplishments.

Award Criteria for Grades 1-8

Award	Quarterly	Annually/End of Year
Principal's Honor Roll	Certificate for all A's in each subject; O in citizenship	An award for Principal's Honor Roll for all 4 quarters
Alpha Honor Roll	An overall quarterly GPA of 3.5 or higher calculated using the quarterly average for each promotional subject.	An award for the overall GPA of 3.5 or higher calculated using the final grade for each promotional subject.
Beta Honor Roll	A minimum overall quarterly GPA of 2.5 or higher calculated for each promotional subject.	An award for the overall GPA of 2.5 or higher calculated using the final grade for each promotional subject. (No D's or F's on the report card.)
Citizenship	An "Outstanding" (O) 90 or above in citizenship.	An award for having earned a Citizenship Award all 4 quarters.

Perfect Timing	No unexcused tardies for the entire quarter.	N/A
Perfect Attendance	N/A	No unexcused absences for the entire year and 3 tardies or less.

SCHOOL PUBLICATIONS

HYNES NEWSLETTERS

At Hynes-Lakeview, the school, in conjunction with the PTO, publishes a newsletter, which is electronically distributed to the family of every student. The newsletter, *The Husky Highlights*, contains the calendar for upcoming events and news articles pertinent to our school. The newsletter is primarily financed by the PTO. Please contact the school for more information or visit our website www.hynesschool.org.

At Hynes-Parkview, the Parkview Press is sent out weekly via Parent Square to keep families up to date with all events and important information.

KALEIDOSCOPE

Each spring, Hynes publishes a literary journal of original student poetry, prose, and artwork. Students are encouraged to participate by submitting entries following the guidelines that are distributed. Students whose works are included will receive a copy.

YEARBOOK

Hynes publishes an annual yearbook containing individual student photos, faculty photos, and snapshots of a variety of activities held throughout the school year. Yearbook fees are included in the enrichment fee collected during registration. Students who have paid the enrichment fee will receive a yearbook. Students whose parents have given their consent will be represented in the yearbook.

BEHAVIORAL EXPECTATIONS

HUSKY HIGH FIVE | SCHOOL-WIDE EXPECTATIONS

High Five in the Classroom

1. Be Cooperative

- a. Follow directions that are given
- b. Take turns
- c. Share with others

2. Be Peaceful

- a. Use a calm voice
- b. Work quietly so others can learn
- c. Make calm transitions

3. Be Respectful

- a. Be a good listener
- b. Allow others to be different
- c. Acknowledge the ideas of others
- d. Solve disagreements using I messages or other strategies like Ro-Sham-Bo

4. Be Kind

- a. Include others
- b. Use polite words (thank you, please, excuse me)
- c. Be a friend

5. Be Safe

- a. Keep hands and feet and objects to yourself
- b. Walk
- c. Use materials appropriately

High Five in the Cafeteria

1. Be Cooperative

- a. Follow cafeteria procedures
- b. Eat only your own food
- c. Clean up after yourself
- d. Solve problems with words
- e. Be a team player

2. Be Peaceful

- a. Stand quietly while waiting in line
- b. Use inside voices

3. Be Respectful

- a. Follow directions
- b. Use good table manners
- c. Speak politely to everyone

4. Be Kind

- a. Wait your turn
- b. Use polite words (thank you, please, excuse me)
- c. Help younger students

5. Be Safe

- a. Be careful while walking with a tray
- b. Keep hands and feet to yourself
- c. Sit correctly with feet under the table
- d. Pick up dropped food and/or tell duty teacher about spills
- e. Walk and be aware of others carrying trays

High Five on the Playground

1. Be Cooperative

- a. Take turns
- b. Allow Junior Coaches to help
- c. Agree on rules/teams before starting the game
- d. Use Ro-Sham-Bo
- e. Walk quickly to your line when the bell rings

2. Be Peaceful

- a. Be a good sport-win or lose
- b. Solve problems using words
- c. When the bell rings, freeze and then line up and wait quietly

3. Be Respectful

- a. Use I-messages to communicate
- b. Report problems to a duty teacher or Jr. Coach
- c. Maintain equipment and keep playground free of litter

4. Be Kind

- a. Ask others to join your game
- b. Use polite and caring words (thank you, please, excuse me)

- c. Use supportive words (compliments, not put-downs)

5. Be Safe

- a. Use equipment appropriately
- b. Stay in designated areas
- c. Follow all yard procedures and rules
- d. Watch out for others when running

High Five in the Restroom

1. Be Cooperative

- a. Use restroom only when given permission and a pass
- b. Use the restroom before the end of recess
- c. Use toilet paper appropriately

2. Be Peaceful

- a. Use the restroom quickly, quietly, without disturbing others
- b. Keep voices down

3. Be Respectful

- a. Report all problems to an adult
- b. Use urinals and toilets appropriately
- c. Flush toilets
- d. Dispose of trash in trash cans
- e. Respect the privacy of others
- f. Respect school property - No urinating, damaging, or writing on bathroom walls, stalls, and floors

4. Be Kind

- a. Use appropriate language always
- b. Wait your turn

5. Be Safe

- a. Make sure to flush toilets and turn water faucets off
- b. Walk in the bathroom
- c. Urinate in toilets and urinals only
- d. Wash your hands
- e. Report any repairs needed

Husky High Five on the School Bus

1. Be Cooperative

- a. Sit in assigned seat/area

- b. Arrive at the bus stop at least 5 minutes before the stop time
- c. Report directly to the bus at dismissal time

2. Be Peaceful

- a. Keep hands, feet, and objects to yourself
- b. Maintain a voice level 1

3. Be Respectful

- a. Use appropriate language
- b. Refrain from eating on the bus
- c. Dispose of trash in the trash can

4. Be Kind

- a. Be a friend
- b. Help the bus driver and other students
- c. Use polite words (please, thank you, etc.)

5. Be Safe

- a. Remain seated and facing forward
- b. Keep your body and any objects inside the bus
- c. Do not move unless the bus is at a complete stop

HYNES DISCIPLINE CODE AND RULES AGAINST BULLYING

NOLAPS Discipline Code

Hynes Charter Schools adopt and refer to the discipline code policies and procedures that are set forth by NOLAPS. Behaviors are categorized into three levels with corresponding consequences. They are as follows:

- **Level I Behaviors**

- Three (3) incidents of distraction of other students
- Minor disruption on a school bus or RTA bus
- Cutting class
- Three (3) unexcused absences/tardies
- Inappropriate public display of affection
- Failure to bring classroom materials, homework, or other required items to class
- Violating the Dress Code
- Truancy from school
- Develop organizations not sanctioned by school board policies

- Bringing toys, jewelry, food, or other non-essential items from home to use, barter, sell, or trade.
- Any other offense which the principal judges similar to the existing Class I behaviors

Consequences for single Level I behaviors do NOT include an out of school suspension.

- **Level II Behaviors**

- Three violations of Class I behaviors
- Intentionally providing false information to any employee of the school board
- Creating a disturbance in the class and/or on the campus with mitigating circumstances
- Trespassing (entering or remaining on school campus without permission or while on suspension)
- Written or verbal proposition to engage in sexual act
- Inappropriate touching or advances with sexual overtones
- Leaving the school grounds without permission
- Intentional disrespect for authority/willful disobedience/persistent disobedience that interferes with the well-being of other students or that prevents the teacher from carrying on class activities
- Using or possessing tobacco products including electronic cigarettes, matches, or lighters
- Fighting
- Gambling (participating in a game of chance for a reward or prizes)
- Extortion or threats
- Harassment, intimidation, and bullying of students by other students either physically, verbally, or virtually (online)
- Possession of stolen property
- Possession of/igniting fireworks or firecrackers or laser pointer/pen
- Theft (stealing) of amount of money less than \$100.00, or an object valued at less than \$100.00
- Inappropriate behavior on field trips
- Assault (verbal threats) to any school board employee
- Major disruption on a school bus, RTA bus, neighborhood business or library
- Battery (without bodily injury) on another student
- Vandalism or hiding of school employee's property or other students' property, textbooks or other articles of value
- Failure to attend or leaving without permission the in-school suspension/Saturday alternative

- Any other offense which the principal judges similar to the existing Class II behaviors

The consequence for Level II behaviors is suspension for 1-5 days.

- **Level III Behaviors (Serious Behaviors)**

- Fourth suspension after three previous suspensions in the same school year consistent with the state law
- Battery with bodily injury to another student at school or any school-related activity
- Battery to a school board employee at school or any school-related activity
- Possession, use, concealment, or transmittal of illegal drugs, alcohol at school or school related activities
- Arson (willful burning of any part of the school building or property therein)
- Theft (stealing) or extortion of property valued at \$100.00 or more
- Robbery (taking anything of value from another by the use of force or intimidation)
- Burglary of school property (unauthorized entering of any school board building or vehicle with the intent to commit theft or damages)
- Burglary or damage of any vehicle; unauthorized entering of any vehicle parked on or near school property with the intent to commit theft or damage
- Possession, use, transmittal, or concealment of firearms/guns; including pistol, rifle, zip gun, stun gun, Taser, shotgun, loaded or unloaded, BB gun, starter gun, explosive propellant or destructive device whether operable or inoperable
- Possession, use, transmittal, or concealment of a knife, including but not limited to a switch blade, pen knife and similar objects
- Miscellaneous use of any object or substances to harm, frighten, or intimidate others including but not limited to rocks, pens, pencils, toys guns, and similar objects
- All Level III behaviors result in recommended expulsion. If the principal chooses to recommend the student for expulsion after a conference and investigation, the case will be referred to the NOLAPS hearing office and will adhere to those procedures.

Consequences will be applied as per the Manual for Disciplinary Procedures: Student Hearing Office.

<https://nolapublicschools.com/documents/manuals>

Bullying Rules, Definition (Olweus Bully and Prevention Program)

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school or at home.

Bullying means:

1. A pattern of any one or more of the following:
 - a. Gestures, including but not limited to obscene gestures and making faces.
 - b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, cell phone, computer, or other electronic device.
 - c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - d. Repeatedly and purposefully shaming or excluding from activities.
2. Bullying happens when:
 - a. The pattern of behavior as provided in paragraph (1) of this subsection is exhibited toward a student, more than once, by another student or group of students and occurs or is received by a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, on any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.
 - b. The pattern of behavior as provided in paragraph (1) of this subsection must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

ATTENDANCE AND DAILY SCHOOL PROCEDURES

Attendance

Regular and timely attendance is essential for a student's academic success. Parents or legal guardians shall adhere to and support the school's attendance policy and daily school procedures. Attendance is taken every morning in the homeroom. All students who are not in class with their homeroom teacher at the 7:45 A.M. bell are tardy. Tardy students must present a tardy slip before being admitted to class. Parents or legal guardians of students who accrue **three or more unexcused** absences and/or tardies within any school **semester** will be notified in writing by the school's principal and/or designee in accordance with La. R.S. 17:233. Students will also be referred to the school's social worker for an attendance conference.

Continual habitual absences and/or tardiness of **five or more unexcused** occurrences within any school **semester** will result in the parent or legal guardian being referred for an attendance intervention. This could also result in referral to NOLA-Public School's Office of Student Support and Attendance (OSSA) for truancy and/or court. A parent must write a note explaining each absence from school. However, if a student is absent for **three or more consecutive** days, a doctor's notice for re-admittance is required. Students absent/suspended from school are not eligible to attend or participate in extracurricular events or activities on the day of the absence(s)/suspension(s)

Arrival Procedures

7:00-7:30 A.M. - Students enrolled in morning Husky Care or the breakfast program must immediately report to the cafeteria upon arrival. Students who are dropped off before 7:30 A.M. and are left unattended will be referred to the school social worker for further action.

7:15-7:30 A.M. - Non-Husky Care students may enter the cafeteria for breakfast. Children who arrive at this time are required to eat breakfast, which is free. Only students eating breakfast will be allowed in the cafeteria at this time.

7:30-7:45 A.M. - All 1st-8th grade students may arrive at their designated entrances. All students arriving after 7:45 A.M. must report to the front office to receive a tardy slip. All students (K-8th) at Hynes-Parkview should arrive at school prior to 7:45 A.M.

7:30-8:00 A.M. - Hynes-Lakeview pre-kindergarten and kindergarten students may arrive at their designated entrance. All pre-kindergarten and kindergarten arriving after 8:00 A.M. must report to the front office to receive a tardy slip.

Safety is our utmost concern. For that reason, we ask that you do not cross in the middle of a street, do not drop off students in front of businesses in the

neighborhood, or walk across the grass to drop off your child. Communicate these expectations to all others who may transport your child.

Students who ride bicycles to school must walk, not ride their bicycles once they enter the school grounds. Bicycles should be properly parked and locked in the racks provided.

Please refer and adhere to the traffic flow map at the end of this handbook for all campuses in Appendix VI.

Dismissal Procedures

All students who leave school prior to dismissal time must be signed out in the office by their parent/guardian. Early check-outs will be considered partial-day attendance and may affect recognition for "Perfect Attendance". Students will not be called from their classrooms after 2:30 P.M. as this disrupts student academic time. Students are not permitted to leave with anyone other than their parents, guardians, or persons listed on the emergency card. A written note is required if a student is going home with another parent or child. Phone messages to students cannot be honored. The school must release a student to either parent unless a copy of a complete court order naming one parent as sole guardian is on file in the school's office. **Students may not leave the school grounds unescorted during the day or in between school and after-school activities.**

Students at all Hynes schools will be dismissed at 3:00 P.M.

Students who are not picked up by 10 minutes after the dismissal bell will be placed in Husky Care for proper supervision for a fee of \$15.00 per occurrence and will be referred to the school social worker for further action.

Non-Bus Students

Students who are picked up by car are dismissed according to grade level and are picked up in the same locations used for arrival. For students who walk home or whose parents/guardians want to park and pick up their child(ren), parents must meet their child(ren) outside the designated entrance. Students will not be dismissed to parents at the classroom door. No student will be dismissed from the carpool loading zone to anyone who walks up to pick up the student.

If an occasional emergency arises and delays a student's pick up, aftercare is available for a fee. However, habitual delays in pick up are unacceptable and will result in a review of the student's eligibility to re-register.

Bus Students

All students who ride the contracted bus will be dismissed at the bus bell which is 5 minutes before dismissal. Students should report directly to the designated bus area to safely board for departure.

There are times when school buses are delayed. Parents/guardians should advise their child(ren) of what to do should this occur in the morning. If a school bus does not come after a reasonable length of time, children should return home and, if possible, obtain a ride to school with a parent, relative, or guardian. If this occurs, the parent/guardian should contact the school office. If a child misses the afternoon bus, the student will be asked to call a parent or relative to obtain a ride home. Students are required to adhere to all Hynes behavior expectations. Failure to comply may result in removal from the school bus and/or disciplinary action.

Traffic Safety

Traffic procedures and guidelines were developed by a certified traffic engineer. Families who drop off or pick up children from Hynes, whether occasionally or on a regular basis, should study and obey the traffic plan and safety rules. At no time will a student be allowed to enter a vehicle from the middle of the street. All vehicles must enter the carpool line and come to a complete stop for pick up. These guidelines are provided on the Traffic Flow Map in the Appendix of this handbook.

The safety of our students and staff is always our utmost concern. Therefore, you must refrain from texting or talking on your cell phone while waiting in or driving in our carpool line.

According to Louisiana State Law:

If you're driving through a school zone during posted hours, it is against the law to use your cell phone or other mobile device for any reason, including: making a phone call, texting and/or social networking. The only exceptions to this rule are if: 1.) you need to report an emergency (including traffic hazards or accidents), 2.) your personal safety is at risk, 3.) you need to report or avert a criminal act against someone (including yourself), 4.) you are legally parked, 5.) you operate an emergency vehicle and must use your cell phone as part of your job.

If you are caught illegally using your cell phone in a school zone, you will be charged with a moving violation and you will be fined.

Annual Safety Drills

The safety of students, faculty and staff is very important to us at Hynes Charter Schools. In case of emergency or in response to Fire Department order, it may be necessary to evacuate the buildings. Practicing safety drills is part of an overall plan to help maintain a safe environment. Evacuation procedures are explained to students at the beginning of each school year. Rules of behavior during these important drills are emphasized to ensure audible communication of directions and orderly exit speed. During any drill, every individual on the school campus is required to evacuate the building. Fire drill rules and routes are posted in every classroom. The list below will help you to better understand each of the drills that we practice throughout the year.

Students and staff practice four primary emergency drills each year:

- Fire Drills
- Reverse Evacuation Drills (Lock-in/Shelter in place)
- Lockdown Drills (Intruder)
- Tornado Drills

For the safety of our students, faculty, and staff, NO student will be dismissed during a lockdown or weather emergency. Areas will be designated for circumstances that require a full school evacuation. Parents/guardians will be notified of the exact locations and must sign their child(ren) out with the supervising teacher. Tune in to WWL TV and radio for weather related school closures and updates.

Doctor's Appointments

Parents/guardians are asked to schedule all appointments after school hours. If students must be absent during school hours to attend a doctor's appointment, a written statement from the doctor is required for the absence to be excused.

School Nurse and Medication

A school nurse is employed at each Hynes campus to assist students and teachers with injuries and illnesses. If at any time the school nurse restricts a student from entering school due to a contagious illness or for needed immunizations, the student must bring a doctor's written statement for re-admittance to school by the nurse. Similarly, any illness resulting in an absence of five or more days requires a doctor's written statement for re-admittance.

All students who are taking prescribed medication during the school day must have authorized medication administration information on file in the office and with the school nurse. This form outlines the process for dispensing medication that parents/guardians

and the student's physician must complete, sign, and return to the school before any prescribed medication may be administered to a student.

The school nurse or designee will inspect any student who may have been infested with head lice or nits. Parents/guardians will be notified if lice or nits are detected.

Students should never be in possession of medication of any kind, including, but not limited to, cough drops, throat lozenges, aspirin or the like, antibiotics, etc. Asthma or allergy medication may be carried by the student with written documentation from the doctor and on file with the nurse. LA Act 624 (approved June 7, 2012) allows the school nurse or trained school employees to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction whether or not such student has a prescription for epinephrine. Breath sprays/sheets, scented lotions, and colognes pose a health threat and are not permitted at school. The nurse can be contacted at 359-4120 (Lakeview), 359-7700 (UNO), or 726-0299 (Parkview).

Allergies

Eight types of food are responsible for more than ninety percent of allergic reactions. There is no cure for food allergies and strict avoidance is the only way to prevent a reaction. Other allergic reactions are known to occur from insect venom, medications, and latex. An allergic reaction can occur within minutes or hours upon exposure.

Although schools cannot guarantee an allergy free environment, they can utilize strategies to greatly minimize the risks associated with allergies. These strategies focus on prevention, education, and emergency response. To minimize risks and provide a safe school environment, Hynes has implemented guidelines for the management of children with allergies. These guidelines include:

- Using a parent questionnaire to identify students with allergies
- The school nurse contacting parents of students with allergies to determine the severity of the allergy
- Development of health plans and/or 504 accommodations for students with severe allergic reactions
- Training of staff in the identification of symptoms of allergic reactions and steps to take in an emergency
- Strategic placement of medication to use in case of an allergic reaction

*Some students have potentially life-threatening food allergies, such as extremely rare airborne nut allergies. If the school becomes aware of such an airborne nut allergy, the school will institute a school-wide ban on nuts and nut products. If no students are

identified with this condition, other measures may be implemented. Such as limiting snacks and foods in the student's classroom with nut allergies.

Please notify your child's teacher, cafeteria manager, school nurse, the bus driver and/or Husky Care director (if applicable) of any food allergies your child may have.

There are students with potentially life-threatening food allergies at Hynes, and our goal is to create a safe and inclusive environment. The school will make every attempt to protect children with food allergies from contact with the problem food(s). We will ask that parents/guardians give consent for posting information about your child's food allergy in the areas of school that your child uses as a visual reminder to all those who interact with your child during the day, if applicable.

We are requesting all families be mindful of the lunch/snack policy (underlined below) in order to help protect our students from any potential allergic reactions.

Students should NOT share lunch/snacks with their peers due to food allergies.

FOODS containing nuts including tree nuts, sesame seeds, or hummus can be dangerous and potentially life-threatening to students with food allergies. If a student in your child's class has a food allergy, please do not send these food items to school

School Meals

The meal program features a well-balanced breakfast and lunch which are planned and prepared by a trained dietitian and staff. If students bring a lunch prepared from home, the student must have that lunch by their regularly scheduled lunch time or the student will be served a student lunch. At no time will a student lunch be heated at school. Students may not bring candy, chips, or flavored drinks to supplement the school lunch as part of the Federal School Lunch guidelines.

Milk varieties are available for all students. Students who bring their lunch may purchase milk from the cafeteria for a nominal cost. Sodas and fast food are not allowed in the cafeteria at any time. While we encourage parents to have lunch with their children, parents/guardians must adhere to the policy and either purchase a school lunch or bring a healthy lunch from home.

Supplies, Textbooks

At the beginning of each school year, students are provided with a list of required school supplies by grade and teacher. All students receive materials such as workbooks from their teachers at the beginning of school. Students are expected to keep all materials in

good condition. A fee will be assessed to the parents of students who damage or lose materials.

Lost & Found

If an item of clothing is lost, students should check for it in the Lost & Found. Please, label all items of clothing, lunch boxes, backpacks, and any other items brought to school. Articles of value, such as cameras, watches, cash, or jewelry, may not be brought to school. However, if such items are found on the school grounds, they will be held in the office until they are claimed.

Visitors

For the safety and security of everybody in school, all visitors to Hynes schools must first stop in the office to register. A valid ID must be presented in order to receive a Visitor's Badge, which must be worn while in the building. Parents/Guardians coming to eat lunch in the cafeteria, visit a classroom, deliver something, or arriving to chaperone a field trip should follow these procedures. Hynes reserves the legal right to limit or prohibit individuals on campus who harass, threaten, harm, or disrupt the safety and peace of the education environment.

UNIFORM AND ELECTRONIC POLICY

Uniform Policy

A uniform policy supports a positive school culture and promotes school safety. Families who have chosen to enroll their children in Hynes Charter Schools are expected to follow these guidelines. Individual tastes and fads sometimes tempt students to violate uniform regulations. Our uniform guidelines leave little room for choice. Students will have opportunities to express their individual tastes, but not via their school uniform. Students will be held accountable for violations of the uniform code, and we expect your support in this matter. In turn, we also expect that your child(ren) will become more responsible in the process. Schiro's Schooltime is the only official authorized uniform vendor. Uniforms purchased elsewhere are subject to uniform violation if they are not in compliance with the uniform policy.

The uniform is to be worn properly, neat and clean, not torn, cut or stained.

- Unnaturally colored hair (blue, green, red, etc.), feathers, hair wraps or curlers etc. are NOT permitted.
- Hair should be clean and neatly groomed so as not to be a distraction to or impede the learning environment of the student or others. Bangs should not impede vision

or cover the eyes. Fauxhawks, Mohawks and cut designs are not permitted. Hair art is not allowed. Eyebrows may not have cuts or designs.

- Uniform skirts, dresses, and/or shorts must be worn at the knee.
- Purses are not allowed and may not be used as lunch bags or P.E. bags. Personal hygiene items should be kept in pouches stored in the school bag.
- Undergarments should not be visible i.e., boxer shorts, bra straps, brightly colored or patterned bras, etc. Only solid white T-shirts are permitted under the uniform shirt.
- Oversized shirts and pants are not permitted. Shirts must be tucked in at all times. Shorts and pants must be belted and worn at the waist. Belts must be black and can either be webbed, plain leather or braided. Buckles must be plain, not decorative or overly large.
- White socks must be worn as part of the uniform. Socks must be ankle length (covering the ankle) or higher. "No show" socks are not allowed. Plain white, navy, or black footed tights may be worn when the weather is cold. Leggings or jeggings are not allowed.
- Hats (except for winter caps on cold days), and sunglasses are not allowed at school without medical documentation.
- Perfume, scented lotion, and scented lip gloss are prohibited.
- Hair accessories are limited to Hynes' school colors (green, blue, yellow or white) in fabric or ribbon. Costume headbands are **not** permissible. Embellishments are allowed on accessories such as glitter, flowers, etc. Bandanas, or Band-Aids associated as symbols are not permitted.
- Ornate, glowing, digitized, or expensive jewelry is not allowed on students. The only permissible piercings are students' ear lobes, one earring per lobe. No hoops or dangling earrings are allowed on Pre-K - 5th grade students and 6th - 8th grade students may wear hoop earrings no larger than a quarter. **Bracelets and wristbands are never allowed.**
- Obvious make-up is not allowed on any student.
- Acrylic or false fingernails and "nail art" are NOT allowed. Only clear, non-tinted fingernail polish is allowed on younger students. Students in **grades 6th-8th** may have the privilege of wearing nail polish color of choice.
- Shoes must be solid black lace up athletic shoes with black soles and black laces.
- (Pre-K - 2nd may wear Mary Jane style shoes with rubber soles or Velcro athletic shoes). Crocs, Doc Martens, quarter top, and high-top athletic shoes are not allowed. Slip-on shoes pose a safety hazard and are not allowed.
- Students are expected to bathe daily, wear clean clothing each day, and shampoo and groom their hair as part of their regular personal hygiene.
- Pre-K-2nd grade students may NOT use rolling school bags.
- Outerwear worn in the school building must be solid forest green.
- On occasion students may be allowed "dress down" days. The guidelines are as follows: lace-up or buckle shoes, appropriately sized bottoms, without holes or

tears, shirts without inappropriate slogans or holes and sized appropriately so as not to be low-cut, see-through, or expose mid-drifts. Shorts and skirts must be mid-thigh or longer. Hats and jeggings are not allowed.

Uniform Guidelines Per Campus Specifics

Hynes-Lakeview

- **Pre-Kindergarten:**
 - Green gingham dress with bloomers; solid black Mary Jane shoes or solid black tennis shoes with solid black soles and solid black laces OR Velcro; plain navy, white, or black tights for cold weather.
 - White or dark green school knit shirt; gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts may be worn if Pre-Kindergarten students are able to buckle and unbuckle belts independently. Solid black tennis shoes with solid black soles and solid black laces OR Velcro (no high tops or quarter tops).
 - Solid white undershirt; ankle or higher plain white socks; PRE-KINDERGARTEN students may wear Velcro shoes. Solid forest green sweater, sweatshirt, or jacket.
- **Kindergarten - 2nd Grade:**
 - Jumpers with white blouse; white or dark green school knit shirt.
 - White or dark green school knit shirt; Gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
 - Solid white undershirt; ankle or higher plain white socks; solid black lace-up athletic shoes with solid black soles and solid black laces (no high tops or quarter tops). KINDERGARTEN students may wear Velcro shoes. Black belts are to be worn through belt loops for students in grades 1-8. Solid forest green sweater, sweatshirt, or jacket.
- **3rd - 8th Grade:**
 - Plaid shorts/pants, skirts, or skorts; white or dark green school knit shirt; black belt if shorts/pants have loops; solid black lace-up low top athletic shoes with solid black soles and solid black laces; solid white undershirt; plain navy, white, or black footed tights for cold weather (sweatpants are for PE only). NO purses.

- White or dark green school knit shirt; gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
- Solid white undershirt; ankle or higher plain white socks; solid black lace-up athletic shoes with solid black soles and solid black laces (no high tops or quarter tops). Black belts are to be worn through belt loops for students in grades 1-8. Solid forest green sweater, sweatshirt, or jacket.

Hynes-UNO

- **Kindergarten – 2nd Grade:**

- Jumpers with white blouse; white or royal blue school knit shirt with plaid shorts or pants, solid black lace up athletic shoes with solid black soles and black laces or Mary Jane shoes; plain navy, white, or black footed tights for cold weather
- White or royal blue school knit shirt; gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
- Solid white undershirt; ankle or higher plain white socks; solid black lace-up athletic shoes with solid black soles and solid black laces (no high tops or quarter tops). KINDERGARTEN students may wear Velcro shoes. Black belts are to be worn through the belt loops for students in grades 1-2. Solid grey sweater, sweatshirt, or jacket.

- **3rd Grade & Up:**

- Plaid shorts/pants, skirts, or skorts; white or royal blue school knit shirt; black belt if shorts/pants have loops; solid black lace-up low top athletic shoes with solid black soles and solid black laces; solid white undershirt; plain navy, white, or black footed tights for cold weather (sweatpants are for PE only). NO purses.
- White or royal blue school knit shirt; gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
- Solid white undershirt; ankle or higher plain white socks; solid black lace-up athletic shoes with solid black soles and solid black laces (no high tops or quarter tops). Black belts are to be worn through belt loops for students in grades 1-8. Solid grey sweater, sweatshirt, or jacket.

Hynes-Parkview

- Unnaturally colored hair (blue, green, red, etc.), feathers, hair wraps or curlers etc. are NOT permitted.
- Hair should be clean and neatly groomed so as not to be a distraction to or impede the learning environment of the student or others. Bangs should not impede the vision or cover the eyes. Hair art is not allowed. Eyebrows may not have cuts or designs.
- Uniform skirts, dresses, and/or shorts must be worn at the knee.
- Large purses are not allowed and may not be used as lunch bags or P.E. bags. Personal hygiene items should be kept in pouches stored in the school bag. Students in grades 4-8 may carry a purse as long as it is no larger than an envelope.
- Undergarments should not be visible i.e., boxer shorts, bra straps, brightly colored or patterned bras, etc. Only solid white or black T-shirts are permitted under the uniform shirt.
- Oversized shirts and pants are not permitted. Shirts must be tucked in at all times. Shorts and pants must be belted and worn at the waist. Belts must be black and can either be webbed, plain leather or braided. Buckles must be plain, not decorative or overly large.
- White or black socks must be worn as part of the uniform. Socks must be ankle length (covering the ankle) or higher. "No show" socks are not allowed. Plain white, navy, or black footed tights may be worn when the weather is cold. Leggings or jeggings are not allowed.
- Hats (except for winter caps on cold days), and sunglasses are not allowed at school without medical documentation.
- Perfume, scented lotion, and scented lip gloss are prohibited.
- Hair accessories are limited to Hynes' school colors (green, blue, yellow or white) in fabric or ribbon. Embellishments are allowed on accessories such as glitter, flowers, etc. Headbands, bandanas, or band-aids associated as symbols are not permitted.
- Ornate, glowing, digitized, or expensive jewelry is not allowed on students. The only permissible piercings are girls' ear lobes, one earring per lobe. No hoops or dangling earrings are allowed on Pre-K - 5th grade students and 6th - 8th grade students may wear hoop earrings no larger than a quarter. Bracelets and wristbands are never allowed.
- Obvious make-up is not allowed on any student.
- Due to the frequency of computer usage at Hynes Charter Schools, students cannot wear excessively long nails. Only clear, non-tinted fingernail polish is encouraged.
- Shoes must be solid black, solid white, or black and white ONLY lace up athletic shoes with rubber soles and black or white laces.

- Kindergarten – 2nd grade students are required to wear Mary Jane style shoes with rubber soles or Velcro athletic shoes. Slip-on shoes pose a safety hazard and are not allowed.
- Students are expected to maintain regular personal hygiene.
- Kindergarten-2nd grade students may NOT use rolling school bags.
- Outerwear worn in the school building must be solid navy blue.
- On occasion students may be allowed "dress down" days. The guidelines are as follows: lace-up or buckle shoes, appropriately sized bottoms, without holes or tears, shirts without inappropriate slogans or holes and sized appropriately so as not to be low-cut, see-through, or expose mid-drifts. Shorts and skirts must be mid-thigh or longer. Hats and jeggings are not allowed.

Hynes-Parkview Uniform Guidelines Specifics

Hynes-Parkview

- **Kindergarten - 2nd Grade:**
 - Jumpers with white blouse; yellow or navy-blue school knit shirt with plaid shorts or pants, solid black/solid white/black and white Velcro athletic shoes or Mary Jane shoes; plain navy, white, or black footed tights for cold weather.
 - Yellow or navy-blue school knit shirt; Gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
 - Solid white undershirt; ankle or higher plain white or black socks; solid black/solid white/black and white lace-up athletic shoes with solid black or white laces (no high tops or quarter tops). KINDERGARTEN students are required to wear Velcro shoes. Black belts are to be worn through belt loops for students in grades 1-8. Solid navy-blue sweater, sweatshirt, or jacket.
- **3rd - 8th Grade:**
 - Plaid shorts/pants, skirts, or skorts; yellow or navy-blue school knit shirt; black belt if shorts/pants have loops; solid black/solid white/black and white lace-up low top athletic shoes with solid black or white laces; solid white undershirt; plain navy, white, or black footed tights for cold weather (sweatpants are for PE only).
 - Yellow or navy-blue school knit shirt; gray pants or shorts (worn at waist and sized to fit); NO cargo pants. Black belts are to be worn through the belt loops.
 - Solid white undershirt; ankle or higher plain white or black socks; solid black/solid white/black and white lace-up athletic shoes with solid black

or white laces. Black belts are to be worn through belt loops for students in grades 1-8. Solid navy-blue sweater, sweatshirt, or jacket.

Students in violation of the uniform policy will have a uniform violation written or will be sent to the office to call for more appropriate clothing. Final decisions regarding adherence to the uniform dress code rests solely with the administration.

Student Fees and School Supplies Policy

Hynes Charter School-UNO, Hynes Charter School-Lakeview, and Hynes Parkview collect student activity fees annually for each student upon re-registration or registration. Selecting the option to pre-pay greatly streamlines the collection effort for our families and staff. All purchases made with student activity funds are approved by the administration and must align to the school's mission, purpose, and goals.

The Student Fee and School Supplies Policy govern the assessment, collection, and use of required curricular and co-curricular fees charged to students, their parents or their legal guardians, as well as the requesting of school supplies.

For the purposes of this policy:

1. "Fees" shall mean any monetary payment or supplies required as a condition of a student being enrolled in school or participating in any curricular or co-curricular activity. "Fees" do not include additional extra-curricular activities or voluntary enrichment programs that are offered outside of the normal school day.
2. A "curricular or co-curricular activity" is any activity that is relevant, supportive, and an integral part of the program of studies in which the student is enrolled, and that is under the supervision and/or coordination of the school instructional staff. Co-curricular activities normally supplement the curricular program, but do not include other school-related activities, such as proms and dances, entrance fees to after-school activities, school rings, class trips, and items purchased through third-party vendors.
3. "School supplies" are those items that teachers may request, but not require, of students to purchase or provide that are beneficial to the students directly, more so than general school or classroom supplies.
4. The preferred method of fee payment shall be in cash, check, or credit card for which the collector of a fee shall give a receipt to the student, parent, or guardian and who shall remit the payment to the school site registrar or program designee.
5. Payment is to be at or before the beginning of the activity for which a fee is assessed or requested, unless other arrangements have been made or requested.
6. The assessment of a curricular or co-curricular fee not authorized by this policy is prohibited.

Below is a list of all such required fees that are assessed and collected, including the purpose, use, and the amount or the authorized range for each:

1. P.E. Uniforms - \$12. Helps defray the cost of uniforms worn by middle school students in P.E. classes, to be collected by the PE Department.
2. All K-5 the grade French Immersion students: \$100
These fees are pre-payment for special classroom or program activities for the students in the optional immersion program. These items include, but are not limited to, special guests, cultural activities, field trips, awards, and other supplemental curricular materials which are not considered part of the core curriculum but are specific to the French program. These are collected by the registrar upon registration or re-registration.
3. Pre-paid Student Activity Fees for all students (including French Immersion)- \$95. Helps defray the costs of science and technology lab fees (\$15), one prepaid, class-selected daytime field trip (\$10-12), pencil case and folder (\$5), organizational agenda to improve home/school communication (\$10), PBiS and other school-wide awards/rewards (\$10), special homeroom activities (\$3-5), field trip t-shirt (\$10), and yearbook (\$30). These are collected by the registrar upon registration or re-registration.

Any required fee may be payable later or in installments, may be reduced or may be waived for economically disadvantaged students and students whose families are experiencing economic hardship and are unable to pay them timely, fully, or at all. Eligibility for delayed payment, or for reduced, or waived fees includes, but is not limited to, those families receiving unemployment benefits or public assistance (including Temporary Assistance for Needy Families-TANF, Supplemental Nutrition Assistance Program - SNAP, Supplemental Security Income - SSI or Medicaid), workers' compensation benefits, foster families caring for children in foster care, families that are homeless, families where the student's parent(s) or legal guardian(s) are serving in, or within the previous year has served in, active military service, or the student is an emancipated minor.

Any student, parent or guardian seeking a delayed or reduced fee payment or a fee waiver should submit on or before the beginning of the covered activity his/her written request for such relief to the School Social Worker for resolution. Any student who is denied an economic hardship request and wishes to appeal the denial should submit to the School Principal within seven (7) school days of denial by a written appeal, containing the reason(s) why the economic hardship waiver, delay, or reduction should be granted. The School Principal will respond to the appeal in writing within seven (7) school days of receipt of the written appeal.

All records associated with a fee waiver, delay, or reduction request due to economic hardship shall not constitute a public record but may be audited to ensure compliance

with this policy. A student's personally identifiable information with such a waiver shall not be made public. The failure to pay any required fee shall not result in the withholding of a student's educational record.

School supplies (which are not included in the above curricular fees) requested by classroom teachers of a student's parent or guardian shall not exceed the published amount per student per school year, as determined by this Board of Directors. The School Principal shall approve all school supplies requested by classroom teachers. Prior to establishing a fee for school supplies or developing a school supply list, the School Principal shall consider the existing school supply inventory. A student shall not be denied the opportunity to participate in a classroom activity due to his or her inability to provide requested school supplies.

Source: La. R.S. 17:177; 17:178
LDE "Guidance on Student Fees" – August 2017
Bulletin 129, Section 1410.

Electronic Device Policy

In accordance with the provisions of the Electronics Communication Device Revised Law, specifically Law 17:3996(B)(7) Hynes Charter Schools prohibits students from possessing, on his person, an electronic telecommunications device (e.g. a cell phone) throughout the instructional day.

- Cell phones are not permitted at school by students on Hynes campuses.
- For students whose parents require them to carry a cell phone for after-hours safety, phones **must be checked in with the school office.**
- "SMART" watches or watch devices that pair to cell phones, Wi-Fi, or internet are not permitted at school.
- Air Pods/other types of headphones with Bluetooth capability, CD, iPods, iPads, or MP3 players, digital cameras and digital books, video games, or other electronic devices used to communicate are NOT allowed at any time including field trips. **Headphones or earphones that can be connected to the student laptop are permitted.**
- Audio books checked out through the Hynes library are not allowed to be used while walking in the building, in the cafeteria, or during class time unless approved by the teacher.

Students in violation of the electronic device policy will be subjected to disciplinary action including but not limited to the following:

- Confiscation of the electronic device
- Parent conference
- Detention
- Suspension

EXTRACURRICULAR ACTIVITIES

CLUBS, SPORTS, AND ORGANIZATIONS

Hynes is fortunate enough to have many volunteers and teachers willing to sponsor clubs and activities. Information concerning club offerings is sent home with the students at the beginning of the year. An annual check-up is required for all student athletes. Students who participate in extracurricular activities are required to maintain a 2.0 average in promotional subjects as reported on mid-quarter progress reports and quarterly report cards to remain eligible. **Students who are absent/suspended from school are not eligible to attend or participate in extracurricular events or activities.**

Safety is always our utmost concern therefore students will not be allowed to attend a school function or sporting event without an adult.

HUSKY CARE

Hynes Morning Husky Care provides services from 7:00 A.M. until the 7:35A.M. bell. Hynes Afternoon Husky Care provides services from dismissal until 5:45 P.M. Mrs. Helen Rivers is the Husky Care Coordinator. Please contact the following people for more program information at your specific campus: Hynes UNO: Randa Farhoud at 504-359-7706; Hynes Lakeview: Kim Balance at 504-359-4106; and Hynes Parkview: Darrell Perry at 504-766-0299

BIRTHDAY PARTIES

To preserve our quality teaching time, birthday celebrations will not be held during class time for students in grades 1-8. Flowers, balloons, treat bags, party favors, etc. will not be allowed. PreK and kindergarten parents/guardians will receive information regarding non-food birthday celebrations at their Open House or Back-to-School Orientations. Birthdays can be acknowledged by the teachers and classmates; however, birthday parties and birthday snacks are not allowed. Party invitations can be distributed only if there is one invitation for everyone in the entire class. Please inform your child's teacher if your child does not celebrate birthdays.

FAMILY AND COMMUNITY INVOLVEMENT

PARENT-TEACHER ORGANIZATION (PTO)

The PTO functions as an integral part of the school providing volunteers, services, money, and support for the many school activities. As a part of that organization, families and teachers are always invited and encouraged to attend the quarterly meetings and/or to participate in PTO sponsored activities. Because Hynes Schools are public, it is dependent upon funds received by the local and state governments. These funds are often not enough to cover essential equipment, supplies, and activities offered by Hynes. The PTO is an instrumental force in raising funds to continue to offer enrichment programs. Therefore, it is urged that Hynes families actively participate in the group and support all fundraisers. All communications sent home must receive administrative approval and signature before distribution. Any use of the school's name, colors, logo, or mascot without administrative, written approval is prohibited.

VOLUNTEERS

The Hynes community heavily depends on community volunteers. Parent/Guardian and community volunteers sponsor many clubs, teams, fundraising efforts, and academic tutoring for our students. Each day, volunteers are active at school aiding in classrooms, the library, or in the front hallway. All school volunteers and field trip chaperones must pass an annual background check or receive clearance based on the results of the badge issued by the front office. Please speak with the office for more specific information. A parent/legal guardian who would like to volunteer is expected to have a current background check on record with the office from an accredited agency such as NOPD or the FBI at your own expense. Siblings or other children are not permitted to attend while volunteering in classrooms or on field trips.

Volunteers are greatly appreciated at Hynes. In accordance with our School-Wide Improvement Plan, Hynes records and tracks the number of volunteer hours donated by families and community volunteers.

HYNES BUSINESS PARTNERS

Partners in Education (PIE) work with Hynes on fundraising activities and/or provide the school with materials, student incentives, or educational resources. Hynes has been fortunate to have New Orleans Public Schools; University of New Orleans; School Leadership Center; Hancock Whitney Bank; Dillard University; A's and Aces; Playworks; AmeriCorps; Girls on the Run; United Way; Tulane University; Pizza Hut; Starbucks on

Harrison; Raising Cane's; Gulf Coast Bank; Shell Oil Company; Chevron Oil Company; Crescent Commercial Construction; Lakeview Civic Improvement Association; MHM-Lakeview Urgent Care; Lakeview Harbor; Lakeview Grocery; Ike's Snowballs; NOLA Snow; Project Lead the Way; KIDsmART; and Junior Achievement as our business partners.

FAMILY COMPLAINTS, CONCERNS & APPEALS PROCEDURES

Hynes Charter Schools faculty, staff, and governance board share the commitment to accountability that we ask of all our parents/guardians and students. We will address any concerns promptly and fairly. Any parent/guardian may bring a complaint forward, including a request to appeal a disciplinary decision. The process below has been established so that parents/guardians may bring concerns, appeals, or complaints to the attention of the appropriate party:

1. If a concern arises from a school situation, parents/guardians should first discuss it with the teacher or staff member(s) most directly involved.
2. If the parents/guardians believe that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with the PBIS Facilitator/Behavior Interventionist, Literacy Facilitator, Solutions Facilitator in an attempt to reach a resolution.
3. If the parents/guardians believe that the situation has not been resolved, concerns should be taken to the Assistant Principal/Principal who will review all supporting documents and work with all parties involved to come to a resolution.
4. If the parents/guardians believe that the situation still has not been resolved, a written request for an appeal must be brought to the CEO or Executive Leader as the final arbiter of the matter, who will then investigate the matter to ensure that the previous steps (1-3) have been appropriately documented and completed. The CEO or Executive Leader will record the complaint and/or appeal and will address any concerns regarding appeal of a disciplinary decision, or any action or inaction taken by the school administration within five (5) school or business days.
5. If the parents/guardians believe that their matter has still not been properly addressed, they may appeal in writing to the President of the Hynes Board of Directors. The President of the Hynes Board will appoint a hearing committee, which shall include the parent representative on the board (the appointed person will be required to execute a Confidentiality Agreement to maintain the integrity of the process and to protect any confidential information that may be disclosed) and the CEO, to investigate the complaint and resolve it. Following the committee's meeting, a recommendation will be formally presented to the board in an executive session and a final determination will be made. The students or parents will be notified of the decision within five school or business days of the board meeting.

HCSC DISABILITY DISCRIMINATION COMPLAINT PROCEDURES

COMPLAINT COORDINATOR

Shawn Persick
Chief Operations Officer
shawn.persick@hynesschool.com

504.359.7700
1901 Leon C Simon Drive
New Orleans, LA 70122

OVERVIEW

I. EVALUATION OF THE COMPLAINT

- A. Determine the Sufficiency of the Complaint
- B. Establish a File for Each Complaint
- C. Acknowledge the Complaint
- D. Determine Whether the Allegations Are Sufficient and Timely
- E. Determine Whether a Waiver of Timeliness Should be Granted
- F. Opening the Complaint for Investigation
- G. Determine Whether HCSC Will Administratively Close a Complaint

II. INVESTIGATION OF THE COMPLAINT AND ISSUANCE OF FINDINGS

- A. Case Planning
- B. Investigative Determinations: Letters of Finding
 - Insufficient Evidence Determination
 - Non-Compliance Determination
- C. Guidelines for Corrective Action Plans
- D. Data Collection and Information Gathering
 - HCSC Authority to Obtain Information
 - Interviews

I. EVALUATION OF THE COMPLAINT

If HCSC determines that written information provided to HCSC is a complaint, HCSC will establish whether it has sufficient information to proceed with an investigation. HCSC will provide complainants with assistance regarding the nature of their rights and of the HCSC investigation process. Additionally, HCSC staff will provide appropriate assistance to complainants who are persons with disabilities, individuals of limited English proficiency or persons whose communication skills are otherwise limited.

To investigate the complaint, HCSC may need to collect and analyze personal information. HCSC does not reveal the name or other identifying information about an individual (including individuals who file complaints or speak to HCSC) unless (1) such information would assist in the completion of an investigation or in corrective activities of HCSC in remedying violations of law; (2) such information is required to be disclosed under the Louisiana's public records laws; or (3) such information is permitted to be disclosed under the Family Educational Rights and Privacy Act and Louisiana laws concerning the confidentiality of student records, and if HCSC determines disclosure would further an interest of the HCSC.

However, HCSC can release certain information about complaints to the general public, including the date a complaint was filed; the type of discrimination included in a complaint; the date a complaint was resolved, dismissed or closed; the basic reasons for HCSC decision; or other related information. Any information HCSC releases to the general public will not include personally identifiable information about the complainant or the person on whose behalf the complaint was filed except as noted in the paragraph above.

A. Determine the Sufficiency of a Complaint

A complaint is a written or an electronic statement to HCSC alleging that the rights of one or more students with a disability have been violated and requesting that the HCSC take action. Complaints may be filed online as well as by mail, fax, or in person. Some correspondence that HCSC receives, even if it concerns an alleged civil rights violation, may not be a complaint. Upon receipt, HCSC will determine whether or not the correspondence is a complaint. If a complaint is filed electronically, by e-mail or fax, a signed consent form must be secured in addition to a complaint form.

The following are not complaints:

- Oral allegations that are not reduced to writing;
- Anonymous correspondence;
- Courtesy copies of correspondence or a complaint filed with others; or
- Inquiries that seek advice or information but do not seek action or intervention from HCSC.

The complaint should include a written explanation of what happened; a way to contact the complainant (if the complaint is filed by e-mail HCSC must have the complainant's actual name and address); and identification of the person or group injured by the alleged discrimination.

Complaints should be submitted to HCSC complaint coordinator:

Shawn Persick
Chief Operations Officer
shawn.persick@hynesschool.com

B. Establish a File for Each Complaint

The case opening date is the date a complaint is received by HCSC chief administrator or a member of HCSC's governing board. Complaints received by email or by fax after regular business hours, over a weekend, or on a holiday will be considered received on the next workday. Upon receipt by the appropriate HCSC staff, HCSC establishes a case file for each complaint. The complaint, however, it was filed, must be included in the case file.

In cases of multiple complaints, the following guidelines will be applied in determining how many case numbers should be assigned:

- Complaints from more than one person against HCSC that contain different allegations are treated as separate complaints.
- Complaints filed by more than one person that raise substantially identical allegations against HCSC may be treated as one complaint or, if received later, incorporated into an existing complaint. If the complaints raise distinct allegations, HCSC should treat them as separate complaints.
- New allegations filed by the same person against HCSC after a complaint investigation has begun are reviewed on a case-by-case basis to determine whether the allegations should be added to the open complaint or treated as a new complaint.

C. Acknowledge the Complaint

HCSC will promptly acknowledge receipt of the complaint. The complainant will be informed that the complaint will be evaluated to determine its sufficiency and that further communications about the complaint will be forthcoming. If not already provided by the complainant, a consent form will be included with HCSC acknowledgement letter. The complainant will be informed that the complaint will be closed if written consent is not received within 20 calendar days of the date of the acknowledgement letter. The response will also include a copy of "HCSC Complaint Processing Procedures."

D. Determine Whether the Allegations Are Sufficient and Timely

For HCSC to initiate an investigation, the complaint must allege, or HCSC must be able to infer from the facts given, an allegation of: 1) discrimination based on disability or 2) retaliation for the purpose of interfering with any right or privilege secured by applicable disability rights laws or as a result of making a complaint, testifying, or participating in any manner in an disability discrimination matter before HCSC, the Louisiana Department of Education, or the United States Department of Education.

HCSC will take action only with respect to those complaint allegations that have been filed within 180 calendar days of the date of the last act of alleged discrimination unless the complainant is granted a waiver under Section I.E. Timely allegations may include those where the complainant

alleges a continuing discriminatory policy or practice. The person or team evaluating the complaint allegations shall make the determination of the existence of a continuing discriminatory policy or practice.

HCSC will assist the complainant in understanding the information that HCSC requires in order to proceed to the investigation of the complainant's allegation(s). This will include explaining HCSC investigation process and the rights of the complainant under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. HCSC will also, to the extent possible, specifically identify the information necessary for HCSC to proceed to investigation of the complainant's allegation(s). HCSC staff will provide appropriate assistance to complainants who are persons with disabilities, individuals of limited English proficiency, or persons whose communication skills are otherwise limited.

If HCSC decides not to open a complaint for investigation or to terminate an investigation for any of the reasons identified above, it will dismiss the complaint allegation.

HCSC will also dismiss an allegation for the following reasons:

- The allegation fails to state a violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act; or
- The allegation lacks sufficient detail (i.e., who, what, where, when, how) for HCSC to infer that discrimination or retaliation may have occurred or is occurring; or
- The allegation is so speculative, conclusory, or incoherent that it is not sufficiently grounded in fact for HCSC to infer that discrimination or retaliation may have occurred or is occurring.

Before dismissing a complaint allegation, HCSC will contact the complainant and explain in writing (by letter or via electronic mail) the information necessary for HCSC to proceed to investigation of the complaint allegation, ask the complainant to provide this information to HCSC within 20 calendar days of the date of the written request and advise the complainant that the complaint allegation will be dismissed if the information is not received by that date. HCSC will dismiss the complaint allegation if the requested information is not received within 20 calendar days of the date of the written request.

If a complaint allegation is dismissed, HCSC will issue a letter of dismissal to the complainant explaining the reason for the decision.

E. Determine Whether a Waiver of Timeliness Should be Granted

If a complaint allegation is not filed in a timely manner, HCSC will notify the complainant of the opportunity to request a waiver. The person or team evaluating the complaint allegations may grant a waiver of the 180-day filing requirement for good cause shown, such as under any of the following circumstances:

- The complainant could not reasonably be expected to know the act was discriminatory within the 180-day period, and the complaint allegation was filed within 60 days after the complainant became aware of the alleged discrimination; or
- The complainant was unable to file a complaint because of incapacitating illness or other incapacitating circumstances during the 180-day period, and the complaint allegation was filed within 60 days after the period of incapacitation ended; or
- Unique circumstances generated by HCSC's action have adversely affected the complainant's ability to file a complaint within the 180-day period. If a waiver is not requested or requested but not granted, the allegation will be dismissed and the complainant informed of the decision.

F. Opening the Complaint for Investigation

When HCSC opens a case for investigation, it will issue a letter of notification to the complainant that contains, at a minimum, the following information:

- the complaint allegations;
- contact information for the HCSC staff person who will serve as the complainant's primary contact during the investigation and resolution of the complaint; and
- a copy of " HCSC Complaint Processing Procedures".

G. Determine Whether HCSC Will Administratively Close a Complaint

HCSC will close a complaint for the following reasons:

- The same allegations have been filed by the complainant against the HCSC with state or federal court. An HCSC complaint may be re-filed within 60 days following termination of the court proceedings if there has been no decision on the merits or settlement of the complaint allegations. (Dismissal with prejudice is considered a decision on the merits.)
- The complaint allegations are foreclosed by previous decisions of the federal courts, the U.S. Secretary of Education, or the U.S. Department of Education's Civil Rights Reviewing Authority.
- HCSC obtains credible information indicating that the allegations raised by the complaint have been resolved, and there are no class-wide allegations. In such a case, HCSC will attempt to ascertain the apparent resolution. If HCSC determines that there are no current allegations appropriate for further complaint resolution, the complaint will be closed.
- The HCSC determines that its ability to complete the investigation is substantially impaired by the complainant's or injured party's refusal to provide information that is reasonably accessible to the complainant and is necessary for investigation of the complaint.
- The HCSC determines that its ability to complete the investigation is substantially impaired by its inability to contact the complainant in order to obtain information that is necessary for investigation of the complaint. HCSC will include documentation in the case file of its efforts to contact the complainant by phone, in writing, or via electronic mail to request the

necessary information. HCSC will not close the complaint until more than 20 calendar days have passed since the date of HCSC attempt to contact the complainant.

- The complaint is a continuation of a pattern of complaints previously filed by the complainant or someone other than the complainant involving the same or similar allegations against HCSC that have been found to be without merit by HCSC.
- The complainant withdraws the complaint.
- The death of the complainant or injured party makes it impossible to investigate the allegations fully, or when the death of the complainant or injured party forecloses the possibility of relief because the complaint involved potential relief solely for the complainant or injured party.
- The allegations are moot because:
 - There are no current allegations appropriate for further investigation and resolution;
 - There are no class-wide allegations; and
 - There is no need for the HCSC to change its policies or procedures in order to protect against a future violation.

If HCSC closes a complaint for any of the reasons identified above, it will issue a letter of administrative closure to the complainant explaining the reason for the decision.

II. INVESTIGATION OF THE COMPLAINT AND ISSUANCE OF FINDINGS

HCSC will ensure that investigations are legally sufficient and that they are dispositive of the allegations raised in the complaint. HCSC corrective action plans should be carefully drafted to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

A. Case Planning

Case planning will begin as early as possible, will be thorough, and will be conducted throughout the life of every case to ensure high quality decisions, prompt investigations, and efficient use of HCSC resources. Planning decisions will reflect sound legal standards and will be adjusted as necessary to take into account new information obtained during case processing.

The following essential elements of case planning will be addressed in every case and placed in the file (unless inapplicable):

- Allegation(s)
- Legal issue(s)

- Investigation strategy (including obtaining interim relief as appropriate)
- Corrective action plan

B. Investigative Determinations: Letters of Finding

Within 60 days of the receipt of a sufficient and timely complaint, HCSC will determine either that:

- there is insufficient evidence to support a conclusion of noncompliance; or
- there is sufficient evidence to support a conclusion of noncompliance.

HCSC will issue a letter of finding(s) to the complainant. All letters of finding(s) will include a statement that "The complainant may have the right to file a private suit in federal court whether or not HCSC finds a violation."

Insufficient Evidence Determination

When HCSC determines that the evidence does not support a conclusion that HCSC failed to comply with applicable regulations, HCSC will issue a letter of finding(s) to the parties. The letter of finding(s) must include:

- a statement of the issues raised by the complaint; and
- clear explanation of the pertinent legal standard and factual analysis.

The case file will include an index of the evidence relied upon in making the determination.

Non-Compliance Determination

When HCSC determines that a preponderance of the evidence supports a conclusion that the HCSC failed to comply with applicable regulations, HCSC will prepare a statement of the case. The statement of the case must set out the issues investigated; HCSC 's basis for adopting a corrective action plan; and an explanation of how the terms of the agreement are aligned with the issues investigated and are consistent with applicable regulations. The provisions of the corrective action plan will be aligned with the identified violation(s) and will be consistent with applicable regulations.

The letter of finding(s) to the parties must include:

- a statement of the issues raised by the complaint;
- a clear explanation of the pertinent legal standard and factual analysis; and
- a statement that, when fully implemented, the corrective action plan will address all of the complainant concerns. The letter will include a copy of the corrective action plan.

The case file will include an index of the evidence relied upon in making the determination.

C. Guidelines for Corrective Action Plans

The complaint will be considered resolved if the HCSC adopts a corrective action plan that, when fully performed, will remedy the complaint or identified violations. A copy of the corrective action plan will be included with letter of finding(s).

Corrective action plans must be signed by a person with authority to bind the corrective action plan and must include:

- specific acts or steps HCSC will take to resolve compliance issues;
- dates for implementing each act or step; and
- dates for submission of reports and documentation to the complainant verifying implementation.

D. Data Collection and Information Gathering

Investigations are guided by several fundamental principles. HCSC will undertake a robust outreach to HCSC's community to increase its access to relevant information in the conduct of an investigation, as appropriate. In addition, HCSC will determine whether it is appropriate to provide interim relief for the injured party. If interim relief is appropriate, HCSC will contact the complainant as early as possible to secure it pending the outcome of the investigation.

Relevant credible data are invaluable to HCSC in ensuring compliance with the law. As part of its investigations, HCSC will collect data resulting from any methods HCSC uses to track and evaluate their compliance with their legal responsibilities (e.g., climate surveys and other self-assessment tools).

Generally, HCSC seeks documentary evidence, develops interview questions based upon those data and any other available information, and conducts interviews with the complainant, HCSC personnel, and others as appropriate. The exact approach taken to data/information collection will vary from case to case depending on the issues raised, the extent to which relevant data are in the control of HCSC or others, and investigation strategies. Some general practices that should be part of decision-making during data collection include:

- Obtain independent written documentation to corroborate oral statements.
- Label all evidence, documents, electronic media, and written records of contact, with information identifying the case being investigated and the circumstances under which the evidence was obtained (e.g., where and when an interview was conducted, and who provided a given document).

HCSC Authority to Obtain Information

HCSC has no legal authority to require the complainant or any other individual or organization outside of HCSC's control to provide information.

Interviews

Interviews are an integral part of most investigations. The objective of interviews is to gain an understanding of the records and data relevant to the issues in the case; to obtain information from and assess the credibility of witnesses; and to evaluate HCSC defenses. HCSC may conduct individual interviews or focus groups as part of its investigations.

Notice – Prior to initiating an interview, HCSC should inform the witness of the following:

- The general purpose of the interview, including HCSC's role, what law or laws may be pertinent to the investigation, and where appropriate, a brief explanation of what is under investigation.
- The potential uses of the information to be obtained from the witness.
- The witness's right to personal representation during the interview by a person of their choice.
- If the witness is an employee of HCSC, his or her right to refuse to have anyone else present during the interview and his or her right to refuse to reveal the content of an interview.
- The regulatory provisions concerning prohibition of intimidating or retaliatory acts by HCSC.

Witnesses shall be interviewed under circumstances that assure privacy. An interpreter may be used if safeguards are taken to ensure the competence of the interpreter and to protect the witness's privacy.

Interviews with Minors (Persons Under 18) or Legally Incompetent Individuals – HCSC shall obtain written consent from a parent or guardian prior to interviewing any person under 18 years of age or otherwise adjudicated legally incompetent, for example, mentally impaired. Parental or legal guardian consent may not be required for persons under 18 if they are emancipated under state law and are therefore considered to have obtained majority. For persons under 18 who state they are emancipated, HCSC should obtain proof of emancipation.

Parental or legal guardian consent (or proof of emancipation) may not be necessary when the questions asked are of a general nature, not related to any specific events in which the minor was involved, and there are no records kept to identify the student. If parents or guardians refuse to provide consent for an interview, and HCSC determines that the child's information is critical, HCSC may attempt to secure parental or guardian consent by inviting the parent or guardian to be present during the interview. If consent is denied, HCSC will not interview the child.

Records of Interviews – A written record of both telephone and in-person interviews must be kept. Interviewers will notify interviewees if a tape recording is used and tape recording will be done only with the consent of the interviewee. If interviewers use tape recording, the tape becomes part of the case record along with the written record. Regardless of the technique used during the interview, a written record of the interview must be created.

The record of the interview to be placed in the case file must contain the following information:

- case identification (name and case number);
- name and identification of the interviewee, interviewer, and any other person present (include an explanation for the presence of any other persons);
- date, time, and location of interview (including whether the interview was conducted by telephone);
- a record of whether the interviewee was informed of required notifications; and
- written record reflecting the questions and responses obtained during the interview (this need not be a verbatim transcript but must accurately reflect the responses of the witness).

APPENDIX I

Louisiana Department of Education Complaint Procedures for the Elementary and Secondary Education Act of 1965

If the New Orleans Louisiana Public Schools Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with The Louisiana Handbook for School Administrators, Bulletin 741, Section 349, which is available online at the following website address: <http://www.doa.louisiana.gov/osr/lac/28vll5/28vll5.doc>. Parents may also request a copy of this bulletin by calling the department's toll-free number 1-877-453-2721.

This bulletin contains detailed procedures established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301, et. seq. (ESEA).

Summarized from the above handbook, complaints to the Louisiana Department of Education must (1) be in writing and (2) describe a violation of the law or a violation of federal statutes or regulations.

The written complaint must include:

- A statement of the violation of a requirement of a pertinent federal statute or regulation;
- The facts on which the statement is based, including the name of the local education agency;
- A proposed solution for the problem;
- The parent's signature and contact information and
- Only violations occurring within the past year.

A parent/guardian is notified when a complaint has been received by the department, and complaints will be resolved within 60 days of receiving the complaint, unless the timeline has been extended. The parent/guardian will receive a written decision addressing each violation and will also be informed of the right to request that the Secretary of the United States Department of Education review the decision made by the Louisiana Department of Education.

**New Orleans Louisiana Public Schools Family and Community Involvement |
(504) 304-5675**

APPENDIX II

Parental/Legal Guardian Rights/Students Rights of Privacy

NOLAPS recognizes the rights of parental/guardian access to certain information regarding their children and the importance of notifying parents of children enrolled in the district's schools of these rights.

At least annually at the beginning of each school year, parents/guardians of each child enrolled in the public schools of Orleans Parish shall be notified of:

- their right to view any instructional material used in the curriculum for the student;
- their right to view any 3rd party surveys (including evaluations) before they are administered to their child, and to opt out of participation for surveys that delve into sensitive subjects identified by the Protection of Children's Rights of the No Child Left Behind Act of 2001 (NCLB);
- the collection or use of any personal information for the purpose of marketing the information (except for the development of educational products or services) and their right to opt their child out of participation;
- the administration of any non-emergency, invasive physical examination or screening otherwise not permitted or required by state law, including those without parental notification, and their right to opt their child(ren) out of participation and
- their rights under the Family Educational Rights and Privacy Act of J 974 (FERPA), including the right to refuse to allow the district to designate any or all of the types of information about their child as directory information thus prohibiting its release to the public

In addition, the school district shall encourage each public school and require those schools receiving federal Title 1 funds under the jurisdiction of the Orleans Parish School District to notify parents/guardians:

- annually, of their right to request from the School District information regarding the professional qualifications of the student's classroom teachers, including the following:
 - whether their child's teacher has met state licensing criteria for the grade level and subject taught;
 - whether their child's teacher is teaching under emergency or provisional status whereby state licensing criteria have been waived;
 - the undergraduate degree major of their child's teacher and any graduation certification or degree and field or discipline and
 - qualifications of any paraprofessional providing services to their child
- annually, of the availability of services for students in schools failing to make Adequate Yearly Progress (AYP);

- whenever their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as defined by the NCLB;
- the achievement level of their child on each of the state academic assessments;
- the identification of their child's school as needing improvement, corrective action, or restructuring, and
- contents of programs such as safe and drug-free schools funded by federal funds.
- The School District shall also follow ESSA guidelines regarding rights of parents of homeless students and children identified as Limited English Proficiency.

NOPAPS Family and Community Involvement | (504) 304-5675

APPENDIX III

Hynes Bullying Prevention Policy passed and adopted by the School Board.

Hynes believes that all students have a right to a safe and healthy school environment. We promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation.

Hynes policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent/guardian of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting with the school principal, the student or the parent/guardian of the student should contact the local superintendent or the superintendent's designee.
- Hynes prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of privileges
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension

- Out-of-school suspension
- Expulsion
- Assignment to an alternative school

If necessary, counseling and other interventions will also be provided to address the social emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying. Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor, or other staff member orally or in writing.

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents/guardians will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- Hynes will keep a report of bullying and the results of an investigation, confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experiences bullying is encouraged to report the incident to a school official.

The following actions will be taken when bullying is reported:

- **Investigation**

Upon receipt of any bullying report, Hynes will immediately investigate the incident. The investigation will begin no later than the next business day of which the school is in session after the report is received by the school official. The investigation will be completed no later than ten (10) school days after the date the written report of the incident is submitted to the school official.

The investigation shall include: (a) interviewing the alleged perpetrator(s) and victim(s); (b) identified witnesses; (c) identified teacher(s) and staff member(s). Physical evidence of bullying incidents will be reviewed, if available.

- **Notification**

Parents/legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or the like - medical attention will be provided and the parent/legal guardian notified immediately.

- **Discipline**

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include - at a minimum - disciplinary action and/or counseling.

- **Follow Up**

Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

- **Documentation**

Written documentation containing the findings of the investigation, including input from the students' parents/legal guardian, and the decision of the school official, will be prepared and placed in the school records of the victim and perpetrator.

APPENDIX IV

INTERNET SAFETY AND ACCEPTABLE USE POLICY | STUDENTS



INTERNET SAFETY AND ACCEPTABLE USE POLICY STUDENTS

Hynes Charter Schools provide its students the privilege of accessing the Internet over the schools' computer network. The computer network is intended to promote educational excellence and to locally and globally share educational resources. Students will access and transmit information over the Internet or network for educational purposes. It is the intent of Hynes Charter Schools to:

- a) prevent the transmission of, or access to, inappropriate material by means of Internet, electronic mail, or other forms of electronic communications.
- b) prevent unauthorized and malicious attempts to access valuable network resources.
- c) prevent unauthorized disclosure, use and dissemination of personal identification information regarding minors.
- d) abide by the rules established in the Children's Internet Protection Act.

ACCESS TO INAPPROPRIATE MATERIALS

Hynes Charter Schools shall use technology protection measures (or "Internet filters") to prevent access to inappropriate material. The technology protection measures shall be applied to avoid visual depictions of material deemed obscene or pornographic, or any material deemed harmful to minors.

Authorized personnel may disable or minimize technology protection measures for bona fide research or other lawful purposes.

STUDENT BEHAVIOR

While using the computer network, students:

1. **SHOULD NOT** give out names, phone numbers, addresses or any personal information about themselves or others.
2. **SHOULD NOT** initiate or participate in any activities that are prohibited by local, state or federal laws.
3. **SHOULD NOT** use the Internet to send or receive messages that discriminate against others.
4. **SHOULD NOT** use abusive language or profanity over the Internet.
5. **SHOULD** always be polite and respectful of others.
6. **SHOULD** communicate with caution. Keep in mind:
 - privacy cannot be guaranteed in a network environment.
 - you cannot see the person with whom you are communicating.
 - you cannot tell the age or the sex of the person with whom you are communicating.
 - you cannot always be sure you are being told the truth, and
 - you should think carefully about what you say and how you say it.
7. **SHOULD** report any problems to their teacher.

While engaging in video conferencing for distance learning, students:

1. **SHOULD** be fully and appropriately dressed adhering to the guidelines below:
 - Shirts with sleeves (no tank tops).
 - No inappropriate graphics or explicit language.
 - No crop tops.
2. **SHOULD** be seated in a family common area of the household such as dining area, den, home office, or living room. Please do not stream from a bathroom or private area.
3. May use virtual backgrounds provided in Microsoft Teams.
4. **SHOULD** be seated in an upright and alert position (not laying down).
5. **SHOULD NOT** take screenshots and post on student social media pages.
6. **SHOULD** mute microphone when not speaking (do not talk over each other).
7. **SHOULD** keep all communication appropriate and on topic.
8. **SHOULD** follow the guidelines established by the teacher.

Parents/guardians will be contacted if students do not follow the guidelines for proper behavior or use.

INAPPROPRIATE NETWORK USAGE

Accessing the Internet through Hynes Charter Schools network is a privilege, not a right, and inappropriate network usage will result in disciplinary actions. Hynes Charter Schools shall take actions to uphold the safety and security of users on Hynes Charter Schools network.

Any student can be found in violation of acceptable network usage if he or she:

1. uses the Internet or network for illegal, inappropriate, or obscene purposes, or supports such activities. Illegal activities shall be defined as those which violate local, state, and/or federal laws.
2. violates copyrights, license agreements, or other contracts.
3. intentionally disrupts information network traffic or crashes the network and connected systems.
4. uses the Hynes Charter School Corporation Internet or network for commercial or financial gain, fraud, political campaigning or solicitation.
5. steals or damages data, equipment, or intellectual property.
6. gains or seeks to gain unauthorized access to the network system.
7. forges electronic mail messages or posts anonymous messages.
8. uses an account owned by another user or invades the privacy of individuals.
9. changes or deletes another user's account information.
10. discloses personal information about anyone.

Students shall be made aware that any use of the network or of personal digital devices while on school property or at school events, regardless of whether the device is owned by the school or by the individual user, is subject to all the provisions of the Hynes Charter Schools Internet Safety and Acceptable Use Policy – Students. At no time when on any property of the corporation or off premises but engaged in activities connected to the educational efforts of the school, is any student to violate the provisions of the Hynes Charter Schools Internet Safety and Acceptable Use Policy – Students.

Consequences of network use violations include but are not limited to:

1. Suspension or revocation of network privileges.
 - a. First offense
 - i. Counseling with teacher and parent
 - ii. Three-day loss of network privilege
 - b. Second offense
 - i. Counseling with teacher, parent, and site leadership
 - ii. Loss of network privileges for balance of school year
2. Suspension or revocation of computer access.
3. School suspension or expulsion.
4. Legal action and prosecution by the authorities.

LEGAL ISSUES

- **Copyright/Trademark** - According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find on the network as long as you do so only for scholarly purposes.
- **Plagiarism** - Plagiarism is taking ideas or writings from another person and offering them as your own. Credit should always be given to the person who created the article or the idea. The student who leads readers to believe that what they are reading is the student's original work when it is not, is guilty of plagiarism.

The Law – Students are advised that they are subject to all federal, state, and local laws if they access the computer network for inappropriate or illegal purposes. (See section III of this policy for inappropriate network usage violations).

RESOURCES

Anyone accused of any of the violations has all of the rights that would normally apply if such person were accused of school vandalism or any other illegal activity.

CONSENT AND WAIVER FORM

My parents and I have read the Hynes Charter Schools Internet Safety and Acceptable Use Policy – Students. By signing the Hynes Charter Schools Internet Safety and Acceptable Use Policy – Students Consent and Waiver Form, I agree to abide by the rules stated in this policy. I understand that the use of the Internet or network is a privilege and if found in violation of any of the rules stated in this policy, regardless of whether the device I use is owned by the school or is my personal property, I will be subject to any of the disciplinary actions listed in Section III of this policy. I understand that the Hynes Charter School Corporation will, to the fullest extent, try to block or filter harmful information from being accessed over the network, but is not responsible for any inappropriate content accessed while using the network.

Student Name:

(Print)

Student Signature:

School:

Grade:

Parent/Guardian Name:

(Print)

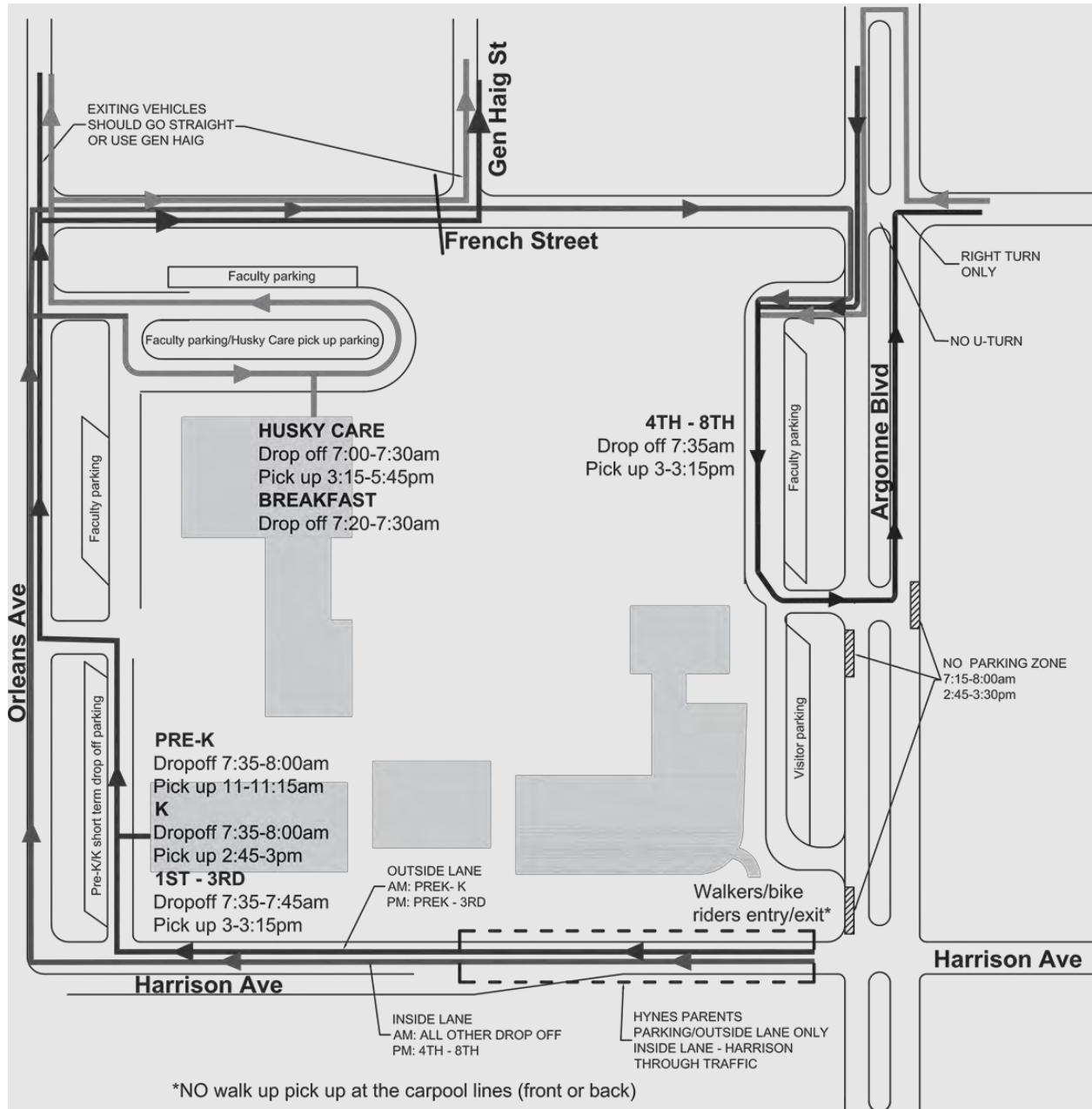
Parent/Guardian Signature:

Date:

____ / ____ / ____

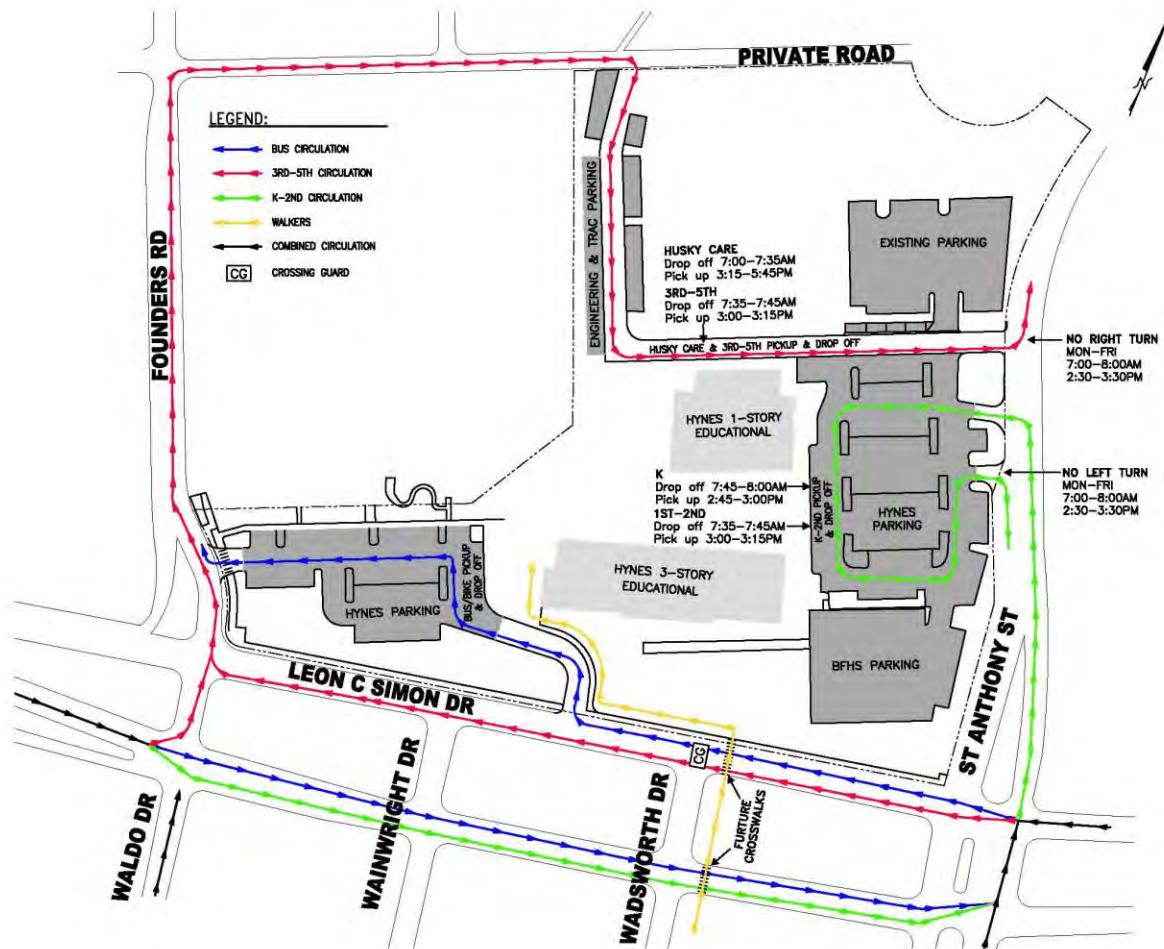
APPENDIX V

HYNES-LAKEVIEW | TRAFFIC MAP

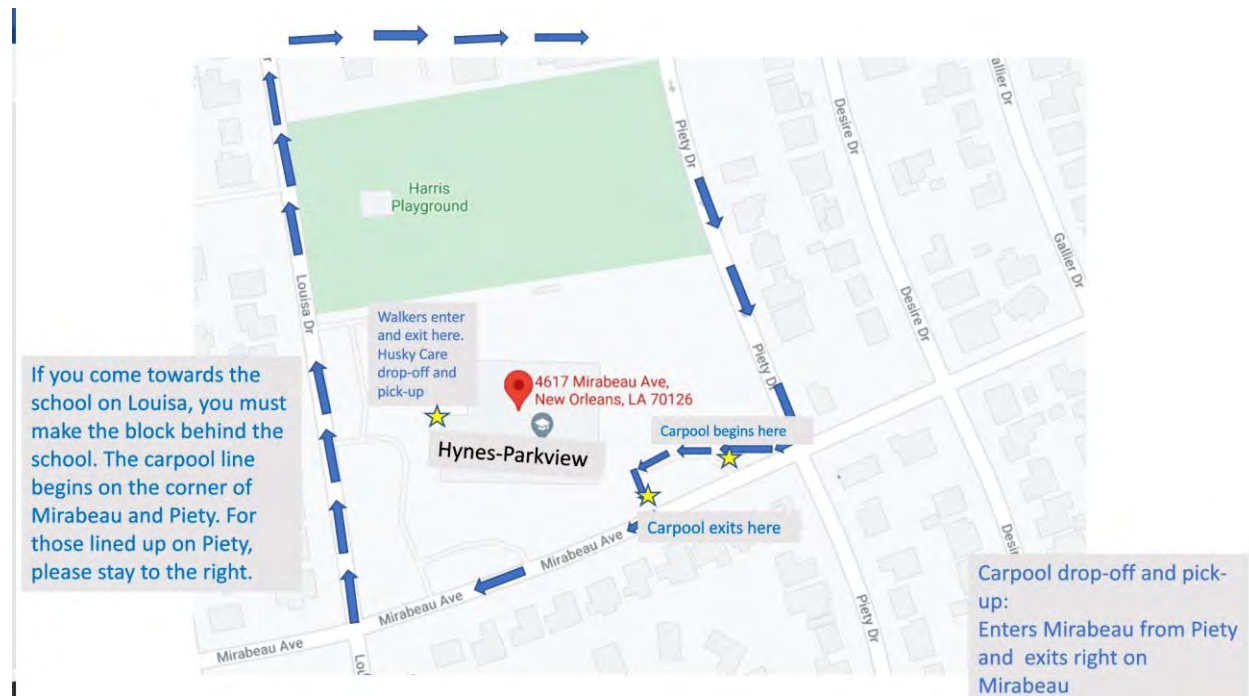


HYNES-UNO | TRAFFIC MAP

Drop Off: 7:35 AM – 7:45AM (1st-3rd) 8:00 AM (K)
 Pickup: 2:45 PM (K) – 3:00 PM (1st-3rd)



HYNES- PARKVIEW | TRAFFIC MAP



APPENDIX VI

HCSC SPECIAL EDUCATION PROGRAMS

HYNES-LAKEVIEW



NOLA Public Schools Special Education Program Description

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under NOLA Public Schools must submit their Program Descriptions to NOLA Public Schools and all Charter Schools will be required to host a link to their Program Description on their web site and make them available at the school site.

Directions:

- **Section A:** Please provide your LEA's overall description/approach/philosophy to special education. Please limit the response to 200 words.
- **Section B:** Provide name and contact information for the school and CMO network special education leaders (if applicable).
- **Section C:** These data are required per the Agreement. The Department will fill in this information after submission from the LEA.
- **Section D:**
 - **Appraisal/Evaluation:** Please complete this section by providing titles/qualifications of staff (not names) in these roles, and examples of interventions, meetings, parent engagements, and decisions that may eventually result in a student's evaluation and identification.
 - **Related Services Provision and Staffing:** Please provide the number of staff (in terms of FTE) currently providing instruction or services to students with IEPs. If a specific service is not being provided because it is not required by any particular students at this time, please provide a description of how the school might seek out services if they become necessary for a student. Please also note any facility and service accommodations for student mobility. Please also note the method of specialized transportation that may be available to students and any examples of assistive technology that support students.
- **Section E:**
 - **School-based supports (in-school):** For each grade level group and in-school setting, please provide a short description of staffing, curriculum, and intervention supports. Please also note how students may be identified for extended year services and what supports they receive, and any in-school specialized programming (different from the general, resource, and self-contained descriptions) and what supports they receive.
 - **Community-based supports (out-of-school):** Please name any external partners that your school works with and the services they provide to students. If a student may require instruction or services off-site (examples: special school, therapeutic placement, hospital or a homebound setting, juvenile detention facility, etc.), please describe how the school has provided instruction and services to the student in the past, or how the school would provide these services in the future.



NOLA Public Schools Special Education Program Description

A. Description of overall philosophy (200 word limit):

At Hynes Charter Schools, we are deeply committed to fostering the success of diverse learners by providing strong academic, social, and emotional support. Our diverse learner staff and stakeholders uphold high standards of teacher performance and accountability, while promoting an inclusive model of service delivery that ensures students receive the support they need within the least restrictive environment.

Our team works collaboratively to remove barriers to learning and increase access to the general education curriculum. We believe that inclusion is not just a practice, but a core value that guides how we serve each student. By tailoring services to meet individual needs, we empower students to grow, thrive, and achieve their goals.

B. Name and contact information for special education coordinator (school and, if applicable, network)

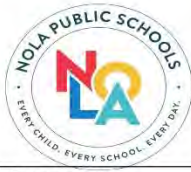
School Leader of Special Education Programming; Contact Information	Brandi Huling Director of Special Education brandi.huling@hynesschool.com (504)766-0299
CMO Leader of Special Education Programming and Compliance; Contact Information (if different)	Shawn Persick Chief Operations Officer shawn.persick@hynesschool.com (504)324-7160

C. Data Snapshots

2024-25 enrollment rate of students with disabilities served by the school	• Total: 9.2%
2024-25 in school and out of school suspension rate of students with disabilities served by the school	• Total: 4.5%
2024-25 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	• Total: 0

D. Description of how pupil appraisal, special education, and related services are provided by the school

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	SBLC Coordinator: Margo Johnson, Assistant Principal margo.johnson@hynesschool.com (504) 483-6100



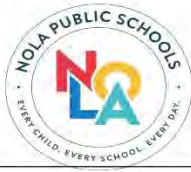
NOLA Public Schools Special Education Program Description

Response to Intervention: Overview	<u>Examples of universal screeners:</u> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); PreKindergarten: Gold; Kindergarten: DRDP-K; Kindergarten-2nd: mClass Math, 3rd-8th: Diagnostic DRC; Kindergarten-3rd: Reading DIBELS, Roots (1st), Gates (2nd-8th) <u>Examples of reading interventions:</u> i-ready, Florida Center for Research, Read Works, and Acadience
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NOLA Public Schools Special Education Program Description

	<u>Examples of math interventions:</u> i-ready, Eureka squared, Brigance, Acadience <u>Examples of behavior interventions:</u> WayFinder, behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.
School Building Level Committee (SBLC)	<u>Members of the SBLC:</u> Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Speech Language Pathologist Optional members: Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Member. <u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations. <u>Example decisions SBLC team can make:</u> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.
Appraisal Team	<u>Members of appraisal team:</u> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs. <u>Example engagements with parents:</u> Meet to develop an evaluation plan and sign permission to evaluate, obtain full psycho- social history, interpret and disseminate findings of evaluation.



NOLA Public Schools Special Education Program Description

	Example decisions appraisal team can make: Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 5 # Paraprofessionals: 7 (2-1:1 para-educators) # Academic Interventionists: 2 Examples of curricula: Eureka squared, Success For All
Speech/Language	# On staff or contracted from external provider: 1.5 contracted SLPs from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Audiology	# On staff or contracted from external provider: 1 contracted HI provider from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 full time social worker on staff If not currently providing service, plan to deliver service in the future: N/A
Occupation therapy	# On staff or contracted from external provider: 1 contracted OT provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A
Physical therapy	# On staff or contracted from external provider: 1 contracted PT provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1 full time nurse on staff If not currently providing service, plan to deliver service in the future: N/A
Orientation and mobility services and accessibility including interpreting services)	<u>Describe accessibility accommodations that are available to students:</u> Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate. # On staff or contracted from external provider: 1 contracted provider from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Adaptive physical education	# On staff or contracted from external provider: 1 full time APE teacher on staff If not currently providing service, plan to deliver service in the future: N/A
Specialized Transportation	# On staff or contracted from external provider: 2- special education buses for the network are contracted through First Line Bus services If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: 1 contracted provider If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting			
<i>School-based Supports (in-school)</i>			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-8	Students receive support in inclusive settings through a combination of push-in services delivered by special education teachers and paraprofessionals, along with targeted pull-out support as needed. Services are designed to provide curriculum-embedded accommodations and modifications that promote meaningful access to grade-level content. General education and diverse learner teachers collaborate regularly to plan and deliver instruction, ensuring strategies are aligned and responsive to student needs. Behavioral supports are also provided when necessary to help students remain engaged and successful in the learning environment.	Students receive resource support based on individual needs, with pull-out sessions focused on building targeted skills in specific areas alongside a special education teacher. Instruction is aligned with the student's IEP, with work modified and tailored to each student's academic level and individualized goals. Behavioral supports are provided as needed to promote student success and engagement.	Students with significant needs may receive all or part of their instruction in a substantially separate setting, designed to focus on developing adaptive and functional skills while also supporting access to the general education curriculum. Paraprofessional support is provided as needed to ensure individualized assistance and promote student success.
9/T9-12	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.
Description of extended school year services:		Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families. Delivery: Students receive 2-3 weeks of intense instruction on identified IEP goals and objectives where students lost skills during extended breaks by special education teachers and	



NOLA Public Schools Special Education Program Description

	para-educators.
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NOLA Public Schools Special Education Program Description

Description of specialized program(s)	Criteria for participation: Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student's individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana's Connector Standards. Delivery: Students will receive direct instruction from a special education teacher and para-educators with specialized curriculum in a self-contained setting.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships: • New Orleans Public Schools • Families Helping Families • LA-AEMS • Crane Rehab • Ochsner • Touching Words NOLA	Partner and services provided: • New Orleans Public Schools-related service providers (SLP, HI, Evaluation services) • Families Helping Families-partnership with schools and families • LA-AEMS-Assistive technology supports • Crane Rehab (OT and PT) • Ochsner (Nursing services) • Touching Words NOLA (Braille services)
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery: N/A If not currently providing service, plan to deliver service in future: When services are required, we will collaborate with an outside agency to ensure the student's needs are met as outlined in their IEP.



NOLA Public Schools Special Education Program Description

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under NOLA Public Schools must submit their Program Descriptions to NOLA Public Schools and all Charter Schools will be required to host a link to their Program Description on their web site and make them available at the school site.

Directions:

- **Section A:** Please provide your LEA's overall description/approach/philosophy to special education. Please limit the response to 200 words.
- **Section B:** Provide name and contact information for the school and CMO network special education leaders (if applicable).
- **Section C:** These data are required per the Agreement. The Department will fill in this information after submission from the LEA.
- **Section D:**
 - **Appraisal/Evaluation:** Please complete this section by providing titles/qualifications of staff (not names) in these roles, and examples of interventions, meetings, parent engagements, and decisions that may eventually result in a student's evaluation and identification.
 - **Related Services Provision and Staffing:** Please provide the number of staff (in terms of FTE) currently providing instruction or services to students with IEPs. If a specific service is not being provided because it is not required by any particular students at this time, please provide a description of how the school might seek out services if they become necessary for a student. Please also note any facility and service accommodations for student mobility. Please also note the method of specialized transportation that may be available to students and any examples of assistive technology that support students.
- **Section E:**
 - **School-based supports (in-school):** For each grade level group and in-school setting, please provide a short description of staffing, curriculum, and intervention supports. Please also note how students may be identified for extended year services and what supports they receive, and any in-school specialized programming (different from the general, resource, and self-contained descriptions) and what supports they receive.
 - **Community-based supports (out-of-school):** Please name any external partners that your school works with and the services they provide to students. If a student may require instruction or services off-site (examples: special school, therapeutic placement, hospital or a homebound setting, juvenile detention facility, etc.), please describe how the school has provided instruction and services to the student in the past, or how the school would provide these services in the future.



NOLA Public Schools Special Education Program Description

A. Description of overall philosophy (200 word limit):

At Hynes Charter Schools, we are deeply committed to fostering the success of diverse learners by providing strong academic, social, and emotional support. Our diverse learner staff and stakeholders uphold high standards of teacher performance and accountability, while promoting an inclusive model of service delivery that ensures students receive the support they need within the least restrictive environment.

Our team works collaboratively to remove barriers to learning and increase access to the general education curriculum. We believe that inclusion is not just a practice, but a core value that guides how we serve each student. By tailoring services to meet individual needs, we empower students to grow, thrive, and achieve their goals.

B. Name and contact information for special education coordinator (school and, if applicable, network)

School Leader of Special Education Programming; Contact Information	Brandi Huling Director of Special Education brandi.huling@hynesschool.com (504)766-0299
CMO Leader of Special Education Programming and Compliance; Contact Information (if different)	Shawn Persick Chief Operations Officer shawn.persick@hynesschool.com (504)324-7160

C. Data Snapshots

2024-25 enrollment rate of students with disabilities served by the school	• Total: 9.2%
2024-25 in school and out of school suspension rate of students with disabilities served by the school	• Total: 4.5%
2024-25 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	• Total: 0

D. Description of how pupil appraisal, special education, and related services are provided by the school

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	SBLC Coordinator: Margo Johnson, Assistant Principal margo.johnson@hynesschool.com (504) 483-6100



NOLA Public Schools Special Education Program Description

Response to Intervention: Overview	<u>Examples of universal screeners:</u> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); PreKindergarten: Gold; Kindergarten: DRDP-K; Kindergarten-2nd: mClass Math, 3rd-8th: Diagnostic DRC; Kindergarten-3rd: Reading DIBELS, Roots (1st), Gates (2nd-8th) <u>Examples of reading interventions:</u> i-ready, Florida Center for Research, Read Works, and Acadience
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NOLA Public Schools Special Education Program Description

	<u>Examples of math interventions:</u> i-ready, Eureka squared, Brigance, Acadience <u>Examples of behavior interventions:</u> WayFinder, behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.
School Building Level Committee (SBLC)	<u>Members of the SBLC:</u> Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Speech Language Pathologist Optional members: Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Member. <u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations. <u>Example decisions SBLC team can make:</u> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.
Appraisal Team	<u>Members of appraisal team:</u> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs. <u>Example engagements with parents:</u> Meet to develop an evaluation plan and sign permission to evaluate, obtain full psycho- social history, interpret and disseminate findings of evaluation.



NOLA Public Schools Special Education Program Description

	Example decisions appraisal team can make: Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 5 # Paraprofessionals: 7 (2-1:1 para-educators) # Academic Interventionists: 2 Examples of curricula: Eureka squared, Success For All
Speech/Language	# On staff or contracted from external provider: 1.5 contracted SLPs from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Audiology	# On staff or contracted from external provider: 1 contracted HI provider from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 full time social worker on staff If not currently providing service, plan to deliver service in the future: N/A
Occupation therapy	# On staff or contracted from external provider: 1 contracted OT provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A
Physical therapy	# On staff or contracted from external provider: 1 contracted PT provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1 full time nurse on staff If not currently providing service, plan to deliver service in the future: N/A
Orientation and mobility services and accessibility including interpreting services)	<u>Describe accessibility accommodations that are available to students:</u> Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate. # On staff or contracted from external provider: 1 contracted provider from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Adaptive physical education	# On staff or contracted from external provider: 1 full time APE teacher on staff If not currently providing service, plan to deliver service in the future: N/A
Specialized Transportation	# On staff or contracted from external provider: 2- special education buses for the network are contracted through First Line Bus services If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: 1 contracted provider If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting			
<i>School-based Supports (in-school)</i>			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-8	Students receive support in inclusive settings through a combination of push-in services delivered by special education teachers and paraprofessionals, along with targeted pull-out support as needed. Services are designed to provide curriculum-embedded accommodations and modifications that promote meaningful access to grade-level content. General education and diverse learner teachers collaborate regularly to plan and deliver instruction, ensuring strategies are aligned and responsive to student needs. Behavioral supports are also provided when necessary to help students remain engaged and successful in the learning environment.	Students receive resource support based on individual needs, with pull-out sessions focused on building targeted skills in specific areas alongside a special education teacher. Instruction is aligned with the student's IEP, with work modified and tailored to each student's academic level and individualized goals. Behavioral supports are provided as needed to promote student success and engagement.	Students with significant needs may receive all or part of their instruction in a substantially separate setting, designed to focus on developing adaptive and functional skills while also supporting access to the general education curriculum. Paraprofessional support is provided as needed to ensure individualized assistance and promote student success.
9/T9-12	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.
Description of extended school year services:		Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families. Delivery: Students receive 2-3 weeks of intense instruction on identified IEP goals and objectives where students lost skills during extended breaks by special education teachers and	



NOLA Public Schools Special Education Program Description

	para-educators.
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NOLA Public Schools Special Education Program Description

Description of specialized program(s)	Criteria for participation: Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student's individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana's Connector Standards. Delivery: Students will receive direct instruction from a special education teacher and para-educators with specialized curriculum in a self-contained setting.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships: • New Orleans Public Schools • Families Helping Families • LA-AEMS • Crane Rehab • Ochsner • Touching Words NOLA	Partner and services provided: • New Orleans Public Schools-related service providers (SLP, HI, Evaluation services) • Families Helping Families-partnership with schools and families • LA-AEMS-Assistive technology supports • Crane Rehab (OT and PT) • Ochsner (Nursing services) • Touching Words NOLA (Braille services)
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery: N/A If not currently providing service, plan to deliver service in future: When services are required, we will collaborate with an outside agency to ensure the student's needs are met as outlined in their IEP.



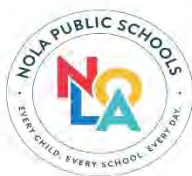
NOLA Public Schools Special Education Program Description

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under NOLA Public Schools must submit their Program Descriptions to NOLA Public Schools and all Charter Schools will be required to host a link to their Program Description on their web site and make them available at the school site.

Directions:

- **Section A:** Please provide your LEA's overall description/approach/philosophy to special education. Please limit the response to 200 words.
- **Section B:** Provide name and contact information for the school and CMO network special education leaders (if applicable).
- **Section C:** These data are required per the Agreement. The Department will fill in this information after submission from the LEA.
- **Section D:**
 - **Appraisal/Evaluation:** Please complete this section by providing titles/qualifications of staff (not names) in these roles, and examples of interventions, meetings, parent engagements, and decisions that may eventually result in a student's evaluation and identification.
 - **Related Services Provision and Staffing:** Please provide the number of staff (in terms of FTE) currently providing instruction or services to students with IEPs. If a specific service is not being provided because it is not required by any particular students at this time, please provide a description of how the school might seek out services if they become necessary for a student. Please also note any facility and service accommodations for student mobility. Please also note the method of specialized transportation that may be available to students and any examples of assistive technology that support students.
- **Section E:**
 - **School-based supports (in-school):** For each grade level group and in-school setting, please provide a short description of staffing, curriculum, and intervention supports. Please also note how students may be identified for extended year services and what supports they receive, and any in-school specialized programming (different from the general, resource, and self-contained descriptions) and what supports they receive.
 - **Community-based supports (out-of-school):** Please name any external partners that your school works with and the services they provide to students. If a student may require instruction or services off-site (examples: special school, therapeutic placement, hospital or a homebound setting, juvenile detention facility, etc.), please describe how the school has provided instruction and services to the student in the past, or how the school would provide these services in the future.



NOLA Public Schools Special Education Program Description

A. Description of overall philosophy (200 word limit):

At Hynes Charter Schools, we are deeply committed to fostering the success of diverse learners by providing strong academic, social, and emotional support. Our diverse learner staff and stakeholders uphold high standards of teacher performance and accountability, while promoting an inclusive model of service delivery that ensures students receive the support they need within the least restrictive environment.

Our team works collaboratively to remove barriers to learning and increase access to the general education curriculum. We believe that inclusion is not just a practice, but a core value that guides how we serve each student. By tailoring services to meet individual needs, we empower students to grow, thrive, and achieve their goals.

B. Name and contact information for special education coordinator (school and, if applicable, network)

School Leader of Special Education Programming; Contact Information	Brandi Huling Director of Special Education brandi.huling@hynesschool.com (504)766-0299
CMO Leader of Special Education Programming/Compliance; Contact Information (if different)	Shawn Persick Chief Operations Officer shawn.persick@hynesschool.com (504)359-7700

C. Data Snapshots

2024-25 enrollment rate of students with disabilities served by the school	• Total: 18.4%
2024-25 in school and out of school suspension rate of students with disabilities served by the school	• Total: 4.4%
2024-25 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	• Total: 0%

D. Description of how pupil appraisal, special education, and related services are provided by the school

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	SBLC Coordinator: Dana Clark-Williams, Assistant Principal Dana.clark-williams@hynesschool.com (504)359-7700



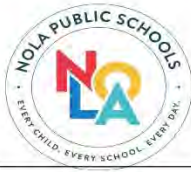
NOLA Public Schools Special Education Program Description

Response to Intervention: Overview	<u>Examples of universal screeners:</u> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); Kindergarten: DRDP-K; Kindergarten-3rd: mClass Math; Kindergarten-2nd: Reading DIBELS, Roots (1st), Gates (2nd) <u>Examples of reading interventions:</u> i-Ready, Florida Center for Research, Read Works, and Acadience
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NOLA Public Schools Special Education Program Description

	<u>Examples of math interventions:</u> i-Ready, Eureka squared, Brigance, Acadience <u>Examples of behavior interventions:</u> WayFinder, behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.
School Building Level Committee (SBLC)	<u>Members of the SBLC:</u> Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Speech Language Pathologist, PBIS Coordinator <u>Optional members:</u> Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Members. <u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations. <u>Example decisions SBLC team can make:</u> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.
Appraisal Team	<u>Members of appraisal team:</u> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs. <u>Example engagements with parents:</u> Meet to develop an evaluation plan and sign permission to evaluate, obtain full psychosocial history, interpret and disseminate findings of evaluation. <u>Example decisions appraisal team can make:</u> Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).



NOLA Public Schools Special Education Program Description

<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 6 # Paraprofessionals: 11 # Academic Interventionists: 2 Examples of curricula: Unique Learning Curriculum, Eureka Squared, Success For All, State Science and Social Studies curriculum
Speech/Language	# On staff or contracted from external provider: 2.5 contracted from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Audiology	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: The school will work with NOLAPS if a student enters who is in need of this related service.
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1-school social worker If not currently providing service, plan to deliver service in the future:
Occupational therapy	# On staff or contracted from external provider: 1 contracted provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A
Physical therapy	# On staff or contracted from external provider: 1 contracted provider from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1 full time nurse is on staff from Ochsner If not currently providing service, plan to deliver service in the future: N/A
Orientation and mobility services and accessibility including interpreting services)	<u>Describe accessibility accommodations that are available to students:</u> Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate. # On staff or contracted from external provider: N/A If not currently providing service, plan to deliver service in the future: The school will work with NOLAPS to contract services when a student requiring these services enroll.
Adaptive physical education	# On staff or contracted from external provider: 1-Internal APE teacher If not currently providing service, plan to deliver service in the future: N/A
Specialized Transportation	# On staff or contracted from external provider: 2 specialized buses for students with wheelchair needs and those who do not require wheelchairs (First Student) If not currently providing service, plan to deliver service in the future: N/A
Assistive Technology	# On staff or contracted from external provider: Contracted services with LA-AEMS If not currently providing service, plan to deliver service in the future: N/A

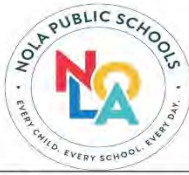


NOLA Public Schools Special Education Program Description

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting			
<i>School-based Supports (in-school)</i>			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
K-5	Students receive support in inclusive settings through a combination of push-in services delivered by special education teachers and paraprofessionals, along with targeted pull-out support as needed. Services are designed to provide curriculum-embedded accommodations and modifications that promote meaningful access to grade-level content. General education and diverse learner teachers collaborate regularly to plan and deliver instruction, ensuring strategies are aligned and responsive to student needs. Behavioral supports are also provided when necessary to help students remain engaged and successful in the learning environment.	Students receive resource support based on individual needs, with pull-out sessions focused on building targeted skills in specific areas alongside a special education teacher. Instruction is aligned with the student's IEP, with work modified and tailored to each student's academic level and individualized goals. Behavioral supports are provided as needed to promote student success and engagement.	Students with significant needs may receive all or part of their instruction in a substantially separate setting, designed to focus on developing adaptive and functional skills while also supporting access to the general education curriculum. Paraprofessional support is provided as needed to ensure individualized assistance and promote student success.

NOLA Public Schools

Exceptional Children's Services



NOLA Public Schools Special Education Program Description

6-8	N/A	N/A	N/A
9/T9-12	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.
Description of extended school year services:		Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families. Delivery: Students receive 2-3 weeks of intense instruction on identified IEP goals and objectives where students lost skills during extended breaks by special education teachers and para-educators.	



NOLA Public Schools Special Education Program Description

Description of specialized program(s)	Criteria for participation: Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student's individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana's Connector Standards. Delivery: Students will receive direct instruction from a special education teacher and para-educators with specialized curriculum in a self-contained setting.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships: • New Orleans Public Schools • Families Helping Families • LA-AEMS • Crane Rehab • Ochsner	Partner and services provided: • New Orleans Public Schools-related service providers (SLP, HI) • Families Helping Families-partnership with schools and families • LA-AEMS-Assistive technology supports • Crane Rehab-related service provider (OT, PT) • Ochsner (Nursing services)
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery: • Aurora (special school to support student with significant behaviors) If not currently providing service, plan to deliver service in future: N/A

HYNES-PARKVIEW



NOLA Public Schools Special Education Program Description

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under NOLA Public Schools must submit their Program Descriptions to NOLA Public Schools and all Charter Schools will be required to host a link to their Program Description on their web site and make them available at the school site.

Directions:

- **Section A:** Please provide your LEA's overall description/approach/philosophy to special education. Please limit the response to 200 words.
- **Section B:** Provide name and contact information for the school and CMO network special education leaders (if applicable).
- **Section C:** These data are required per the Agreement. The Department will fill in this information after submission from the LEA.
- **Section D:**
 - **Appraisal/Evaluation:** Please complete this section by providing titles/qualifications of staff (not names) in these roles, and examples of interventions, meetings, parent engagements, and decisions that may eventually result in a student's evaluation and identification.
 - **Related Services Provision and Staffing:** Please provide the number of staff (in terms of FTE) currently providing instruction or services to students with IEPs. If a specific service is not being provided because it is not required by any particular students at this time, please provide a description of how the school might seek out services if they become necessary for a student. Please also note any facility and service accommodations for student mobility. Please also note the method of specialized transportation that may be available to students and any examples of assistive technology that support students.
- **Section E:**
 - **School-based supports (in-school):** For each grade level group and in-school setting, please provide a short description of staffing, curriculum, and intervention supports. Please also note how students may be identified for extended year services and what supports they receive, and any in-school specialized programming (different from the general, resource, and self-contained descriptions) and what supports they receive.
 - **Community-based supports (out-of-school):** Please name any external partners that your school works with and the services they provide to students. If a student may require instruction or services off-site (examples: special school, therapeutic placement, hospital or a homebound setting, juvenile detention facility, etc.), please describe how the school has provided instruction and services to the student in the past, or how the school would provide these services in the future.



NOLA Public Schools Special Education Program Description

A. Description of overall philosophy (200 word limit):

At Hynes Charter Schools, we are deeply committed to fostering the success of diverse learners by providing strong academic, social, and emotional support. Our diverse learner staff and stakeholders uphold high standards of teacher performance and accountability, while promoting an inclusive model of service delivery that ensures students receive the support they need within the least restrictive environment.

Our team works collaboratively to remove barriers to learning and increase access to the general education curriculum. We believe that inclusion is not just a practice, but a core value that guides how we serve each student. By tailoring services to meet individual needs, we empower students to grow, thrive, and achieve their goals.

B. Name and contact information for special education coordinator (school and, if applicable, network)

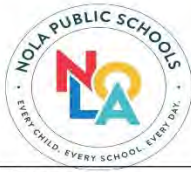
School Leader of Special Education Programming; Contact Information	Brandi Huling Director of Special Education brandi.huling@hynesschool.com (504)766-0299
CMO Leader of Special Education Programming and Compliance; Contact Information (if different)	Shawn Persick Chief Operations Officer shawn.persick@hynesschool.com (504)359-7700

C. Data Snapshots

2024-25 enrollment rate of students with disabilities served by the school	• Total: 19.2%
2024-25 in school and out of school suspension rate of students with disabilities served by the school	• Total: 12%
2024-25 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	• Total: 0

D. Description of how pupil appraisal, special education, and related services are provided by the school

Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	SBLC Coordinator: Darrell Perry Instructional Facilitator darrell.perry@hynesschool.com (504) 766-0299



NOLA Public Schools Special Education Program Description

Response to Intervention: Overview	<u>Examples of universal screeners:</u> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); Kindergarten: DRDP-K; Kindergarten-2nd: Class Math, Kindergarten-3rd: Reading DIBELS, Roots (1st), Gates (2nd-8th) <u>Examples of reading interventions:</u> i-Ready (K-8), Readworks, CommonLit
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NOLA Public Schools Special Education Program Description

	<u>Examples of math interventions:</u> i-Ready ; IXL; Eureka Squared Remediation Tools <u>Examples of behavior interventions:</u> WayFinder, behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.
School Building Level Committee (SBLC)	<u>Members of the SBLC:</u> Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Speech Language Pathologist Optional members: Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Member. <u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations. <u>Example decisions SBLC team can make:</u> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.
Appraisal Team	<u>Members of appraisal team:</u> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs. <u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil



NOLA Public Schools Special Education Program Description

	Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations. Example decisions appraisal team can make: Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 6 # Paraprofessionals: 8 (of the 8 paras, one is a 1:1 para-educator) # Academic Interventionists: 3 Examples of curricula: Unique Learning Systems, Eureka, Handwriting Without Tears, Sing/Spell/Write, Success for All (SFA), LA Guidebooks, IXL, Achieve 3000, Vocabulary Workshop
Speech/Language	# On staff or contracted from external provider: 2 contracted SLPs from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Audiology	# On staff or contracted from external provider: 1 hard of hearing provider contracted from NOLAPS If not currently providing service, plan to deliver service in the future: N/A
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 full time social worker on staff If not currently providing service, plan to deliver service in the future: N/A
Occupation therapy	# On staff or contracted from external provider: 1 contracted OT from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A
Physical therapy	# On staff or contracted from external provider: 1 contracted PT from Crane Rehab If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1 full time nurse on staff contracted through Ochsner If not currently providing service, plan to deliver service in the future: N/A
Orientation and mobility services and accessibility including interpreting services)	<u>Describe accessibility accommodations that are available to students:</u> Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate. # On staff or contracted from external provider: N/A If not currently providing service, plan to deliver service in the future: If a student enrolls who requires O&M services, the school will contract services from NOLAPS.
Adaptive physical education	# On staff or contracted from external provider: 1 internal APE teacher If not currently providing service, plan to deliver service in the future: N/A
Specialized Transportation	# On staff or contracted from external provider: There are 2 buses available for specialized transportation contracted through First Student. If not currently providing service, plan to deliver service in the future: N/A
Assistive Technology	# On staff or contracted from external provider: Contracted AT services through LA-AEMS. If not currently providing service, plan to deliver service in the future: N/A



NOLA Public Schools Special Education Program Description

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting			
<i>School-based Supports (in-school)</i>			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
K-8	Students receive support in inclusive settings through a combination of push-in services delivered by special education teachers and paraprofessionals, along with targeted pull-out support as needed. Services are designed to provide curriculum-embedded accommodations and modifications that promote meaningful access to grade-level content. General education and diverse learner teachers collaborate regularly to plan and deliver instruction, ensuring strategies are aligned and responsive to student needs. Behavioral supports are also provided when necessary to help students remain engaged and successful in the learning environment.	Students receive resource support based on individual needs, with pull-out sessions focused on building targeted skills in specific areas alongside a special education teacher. Instruction is aligned with the student's IEP, with work modified and tailored to each student's academic level and individualized goals. Behavioral supports are provided as needed to promote student success and engagement.	Students with significant needs may receive all or part of their instruction in a substantially separate setting, designed to focus on developing adaptive and functional skills while also supporting access to the general education curriculum. Paraprofessional support is provided as needed to ensure individualized assistance and promote student success.
9/T9-12	N/A - LEA does not offer these grades.		
Description of extended school year services:		Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families. Delivery: Students receive 2-3 weeks of intense instruction on identified IEP goals and objectives where students lost skills during extended breaks by special education teachers	



NOLA Public Schools Special Education Program Description

	and para-educators.
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NOLA Public Schools Special Education Program Description

Description of specialized program(s)	Criteria for participation: Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student's individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana's Connector Standards. Delivery: Students will receive direct instruction from a special education teacher and para-educators with specialized curriculum in a self-contained setting.
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships • New Orleans Public Schools • Families Helping Families • LA-AEMS • Crane Rehab • Ochsner	Partner and services provided: • New Orleans Public Schools-related service providers (SLP, HI, Evaluation services) • Families Helping Families-partnership with schools and families • LA-AEMS-Assistive technology supports • Crane Rehab (OT and PT) • Ochsner (Nursing services)
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery: • Hospital/Homebound Services provided with referral and written approval of student's physician or licensed psychologist. If not currently providing service, plan to deliver service in future: N/A

APPENDIX VII

Dear Parent/Guardian,

Please acknowledge you have received this handbook by completing the fields below.

Thank you,

Michelle Douglas, CEO

We hereby acknowledge that we have read the Student Rights and Responsibilities Handbook.

Parent's/Guardian's Signature Date ____/____/____

Student's Signature Date ____/____/____

We agree that _____ (student's name) shall be held accountable for the rules and regulations in this handbook.

If you have any questions, please contact your child's teacher.

Attendance and Tardy Policy

We acknowledge that we have read the Hynes Attendance and Tardy policy in compliance with La. R.S. 17:233. We understand that it is our responsibility to present our children at school on time or be in violation of the school's attendance and tardy policy.

Parent's/Guardian's Signature Date ____/____/____

Student's Signature Date ____/____/____

School/District Level Parental Involvement Policy

We hereby acknowledge that we have read the School and District Level Parental Involvement Policy

Parent's/Guardian's Signature Date ____/____/____

Student's Signature Date ____/____/____

If you have any questions regarding the parental involvement policy, please contact Leah Glade, Parent Liaison @ (504) 359-4160 for Lakeview, Randa Farhoud, Parent Liaison @ (504) 359-7700 for Hynes-UNO, and Will Cravens, Parent Liaison, @ 504-766-0299 for Parkview.

HOME SCHOOL COMPACT

The purpose of this Home-School Compact is to foster the development of a positive home-school connection to ensure the academic success of Edward Hynes Charter Schools students and to set forth clear expectations of all parties involved in the educational process.

The **faculty, staff, and administration** of Edward Hynes Charter Schools commit to:

- Teach students using the latest techniques supported by educational research, while providing high-quality instruction.
- Inform parents/guardians of student expectations and progress at regular intervals.
- Provide constructive feedback regarding student behavior and academic performance.
- Support the well-being of the “whole child” including their physical, emotional, and cognitive development.
- Provide a safe and supportive learning environment.
- Create opportunities for parents/guardians to volunteer, participate, and observe.
- Continue to build community partnerships and enhance our partnership with the University of New Orleans.
- Respect the school, fellow staff, students, and parents/guardians.

Signature: _____

Date: ____ / ____ / ____

As a **parent/guardian** of an Edward Hynes Charter School student, I commit to:

- Ensure that my child attends school and arrives on time daily; before 7:45 AM.
- Encourage my child to dress according to the uniform policy set forth and behave according to the guidelines in the student handbook.
- Regularly monitor my child's academic and behavioral progress through communication folder and agenda and provide a structured time for them to complete home assignments.
- Communicate to my child the importance of a strong academic experience.
- Participate in school activities such as report card conferences, student assistance Team or Solutions Team's conferences, parent-teacher organization, and related school activities.
- Respect the school, staff, students, and parents, while becoming actively involved in the school's community.

Parent's/Guardian's Signature: _____ Date: ____ / ____ / ____

As a **student** of an Edward Hynes Charter School, I commit to:

- Attend school regularly and on time; be in class by 7:45 AM.
- Bring the necessary materials, supplies, and completed assignments to class.
- Respect the personal rights and property of others while following the student handbook.
- Follow the Husky High Five by being cooperative, respectful, peaceful, and kind, in order to be safe.
- Ask for help when needed.
- Fully participate in class and school activities and read 20 minutes per day.
- Adhere to the school uniform policy.
- Be respectful of the school facility furnishings, textbooks, and materials.

Signature: _____

Date: ____ / ____ / ____