



# Hellenic Classical Charter Schools Park Slope

## Family & Student Handbook 2023-2024



### ***Message from the School Leaders***

Dear HCCS Families,

On behalf of our entire Hellenic Classical Charter School community, we would like to welcome you to the 2023 - 2024 school year. Our dedicated school board, parent/teacher association and faculty are committed to providing your child with a quality education. We are setting high expectations so that your child will emerge as an enthusiastic, life-long learner and independent thinker.

The enclosed "HCCS Family & Student Handbook" is filled with important information. It was designed to provide our families with important dates, programs, testing information and curriculum information to help us work together for a wonderful academic year.

Please read the handbook carefully and be sure to contact our staff should you have any questions or concerns.

Thank you for working together with us in order to make our school a great place for our children to learn and grow. #HCCSSTRONG

Sincerely,

*Christina Tettonis, Joy Petrakos & Natasha Caban*



### ***HCCS Mission Statement***

The Hellenic Classical Charter Schools – Staten Island (“HCCS-SI”) will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.

### ***School Pledge***

*Today's a new beginning and I can make a difference.*

*I pledge to be responsible for my learning, to always be and do my best; to be respectful to myself and others;  
to be honest and truthful.*

*As part of the Hellenic Classical Charter School family, I'll keep the school clean and I'll model good  
citizenship.*

*When my day is done, I'll take knowledge, wisdom and truth with me to help make the world a better place.*

### ***HCCS School Board Members***

*Charles Capetanakis, Esq., Chairman*

*C. Harvey Newman, Secretary*

*Nikolaos Leonardos, Treasurer*

*B. Dean Angelakos, Board Member*

*Effie Lekas, Board Member*

*Nikiforos Matthews, Esq., Board Member*

*Spiros Moustakas, Board Member*

*Bianca Rajpersaud, Board Member*

*Grazia Svokos, Board Member*

*Dr. Liana Theodoratou, Board Member*



# School Calendar

## 2023- 2024

2023	
Monday, September 4	School closed, Labor Day
Tuesday, September 5	PS - New Student Orientation & 6 <sup>th</sup> Grade Virtual Orientation School supply drop off SI - School supply drop off SI – New building walk through
Wednesday, September 6	PS - Pre-Kindergarten Orientation PS - K11 & K12 Orientation PS Virtual Teacher Meet & Greets SI - Pre-K Orientation SI - K11, K12 & K13 Orientation SI Virtual Teacher Meet & Greets
Thursday, September 7	PS & SI First Full Day of School – all students
Friday, September 8	PS & SI Second Full Day of School – all students
Monday, September 11	PS & SI Third Full Day of School – all students Pre-K 8:00am - 2:50pm Kindergarten Hours 8:00am - 3:30pm - full PS & SI – HCCS/YMCA After School Programs begin
Monday, September 25	School closed, Yom Kippur
Monday, October 9	School closed, Columbus Day/Italian Heritage Day/Indigenous Pe
Tuesday, November 7	Half-day instruction for students/Professional Development for st
Thursday, November 9	Half-day instruction for students, Parent Teacher Conferences
Friday, November 10	School closed, Veteran’s Day
Wednesday, November 22	Half-day instruction for students
Thursday & Friday, November 23 & 24	School closed, Thanksgiving
Friday, December 22	Full day of instruction for students
Monday, December 25 – Monday, January 1	School closed, Winter Recess
2024	
Tuesday, January 2	Students return to school
Monday, January 15	School closed, Rev. Dr. M. Luther King, Jr. Day
Monday, February 19 - Friday, February 23	School closed, Midwinter Recess
Thursday, March 14	Half-day instruction for students, Parent Teacher Conferences
Friday, March 29	School closed, Good Friday
Wednesday, April 10	School closed, Eid al-Fitr
Monday, April 22 – Tuesday, April 30	School closed, Spring Recess
Friday, May 3	School closed, Orthodox Good Friday
Monday, May 27	School closed, Memorial Day
Thursday, June 6	Half-day instruction for students/Professional Development for st
Monday, June 17	School closed, Eid
Wednesday, June 19	School closed, Juneteenth
Wednesday, June 26	Last day of school for all students – half day



## HCCS SCHOOL EVENTS 2023- 2024

### ***September (Respect for our School & National Hispanic-Latino Heritage Month)***

- \* **PTA Dues Drive**
- \* **Peace Tree** – Monday, September 11, 2023
- \* **PTA Meeting** - Wednesday, September 13, 2023 @ 9:00 AM
- \* **Constitution Day** – Friday, September 15, 2023
- \* **Welcome Back- Curriculum Night (Grades 5-8)**- Tuesday, September 19, 2023
- \* **Welcome Back - Curriculum Night (Pre-K - 4)** – Thursday, September 21, 2023
- \* **Summer Enrichment Certificate Distribution** –Friday, September 22, 2023
- \* **PTA Snack Sale** - Wednesday, September 27, 2023

### ***October (Respect for Oneself & National American Indian & Italian Heritage Month)***

- \* **Meadow Farms Catalog Sale** - all month
- \* **Class Picture Day (Pre-K – 7 only)** – Monday, October 2, 2023
- \* **Individual Picture Day (Pre- K – 7 only)** - Wednesday, October 4, 2023
- \* **Student Government Elections** – Friday, October 13, 2023
- \* **Principal for a Day** – Friday, October 13, 2023
- \* **“Learn with me” Week** - Monday, October 16 - Friday, October 20, 2023
- \* **PTA Meeting** - Thursday, October 19, 2023 @ 5:00 PM
- \* **PTA Snack Sale** - Thursday, October 19, 2023
- \* **Breast Cancer Awareness Month & Dress Down** - Friday, October 20, 2023
- \* **Fun Run** - Saturday, October 21, 2023
- \* **PTA Snack Sale** - Wednesday, October 25, 2023
- \* **OXI Day (grades K-2 only) & Dress Down**– Friday, October 27,2023
- \* **Character Hat Day/ Pumpkin Patch Day/Magic Show** – Monday, October 31, 2023

### ***November (Respect for Traditions/Native Americans)***

- \* **PTA Scholastic Book Fair** – Monday, November 6 – Friday, November 10, 2023
- \* **Student Government Induction Ceremony** – Tuesday, November 7, 2023
- \* **Parent/Teacher Conferences** – Thursday, November 10, 2023
- \* **PTA Meeting** - Wednesday, November 15, 2023 @ 9:00 AM
- \* **PTA Snack Sale** - Wednesday, November 15, 2023
- \* **8<sup>th</sup> Grade Senior Picture Day** – Tuesday, November 21, 2023
- \* **Thanksgiving Feasts (Pre-K & K) & Dress Down** - Wednesday, November 22, 2023
- \* **PTA Snack Sale** - Wednesday, November 29, 2023

### ***December (Respect for our Multicultural Society)***

- \* **Pre-K Open House**- Tuesday, December 5, 2023
- \* **K – 8 Open House** – Thursday, December 7, 2023

- \* **PTA Holiday Boutique** - Thursday, December 7 - Friday, December 8, 2023
- \* **PTA Meeting** - Wednesday, December 13, 2023 @ 5:00 PM
- \* **PTA Snack Sale** - Wednesday, December 13, 2023
- \* **Pre-K Winterfest** – Monday, December 18, 2023
- \* **Kindergarten Winterfest**- Tuesday, December 19, 2023
- \* **Ugly Sweater Day** - Wednesday, December 20, 2023
- \* **Holiday Extravaganza Show** – Friday, December 22, 2023
- \* **MS Holiday Breakfast & Dress Down** - Friday, December 22, 2023
- \* **Winter Break/School Closed** - Monday, December 25 - Monday, January 1, 2024

***January (Respect for the Disabled/Handicapped)***

- \* **Read - a - thon - All Month**
- \* **Test Prep Begins** - Tuesday, January 9, 2024
- \* **PTA Meeting** - Wednesday, January 10, 2024 @ 9:00 AM
- \* **PTA Snack Sale** - Wednesday, January 10, 2024
- \* **Family Math Day (Grades K -2)**- Friday, January 12, 2024
- \* **Science Fair (Grades 6-8)** - Thursday, January 18, 2024
- \* **Science Fair (Grades K -5)**– Friday, January 19, 2024
- \* **VIP Reader Week** – Monday, January 22 - Friday, January 26, 2024

***February (Respect Honoring Black History Month)***

- \* **Pre-K Open House**- Tuesday, February 6, 2024
- \* **PTA Meeting** - Wednesday, February 7, 2024 @ 5:00 PM
- \* **PTA Snack Sale** - Wednesday, February 7, 2024
- \* **K – 8 Open House** - Thursday, February 8, 2024
- \* **Mo Willems Day** - Friday, February 9, 2024
- \* **School Spirit/Jersey Day** - Monday, February 12, 2024
- \* **100th Day of School** - Tuesday, February 13, 2024
- \* **We Love Our School Day** – Tuesday, February 14, 2024
- \* **2<sup>nd</sup> Grade Story Telling Contest** - Friday, February 16, 2024

***March (Respect Honoring Women's History Month & Irish Heritage Month)***

- \* **National Read Across America Day** – Monday, March 4, 2024
- \* **Scholastic Bookfair** - Monday, March 6 - Friday, March 10, 2024
- \* **PTA Meeting** - Wednesday, March 6, 2024 @ 9:00 AM
- \* **PTA Snack Sale** - Wednesday, March 6, 2024
- \* **Open House** – Thursday, March 7, 2024
- \* **Parent/Teacher Conferences** – Thursday, March 14, 2024
- \* **Pi Day/Math Olympiad** – Thursday, March 14, 2024
- \* **PTA Snack Sale** - Wednesday, March 20, 2024
- \* **Greek Independence Day Show (Grades K -5)** – Friday, March 22, 2024 @ 9:30 AM
- \* **Greek Independence Day Parade** – TBA

***April (Respect Honoring Our Earth/Earth Day)***

- \* **PTA Snack Sale** - Wednesday, April 3, 2024
- \* **Park Slope Lottery** - Wednesday, April 3, 2024
- \* **Family Chess Day (Grade 1)** - Friday, April 5, 2024
- \* **NYS ELA Exam** - Monday, April 8 - Friday, April 12, 2024
- \* **PTA Meeting** - Wednesday, April 17, 2024 @ 5:00 PM
- \* **PTA Snack Sale**- Wednesday, April 17, 2024
- \* **Earth Day Celebration** – Friday, April 19, 2024
- \* **Poem in your Pocket Day** – Friday, April 19,2024

***May (Respect Honoring Asian Pacific American Heritage, American Heroes & Heroines)***

- \* **Multicultural Day (Grades K -5)** – Thursday, May 2, 2024
- \* **NYS Math Exam** - Tuesday, May 7 - Friday, May 10, 2024
- \* **Plant Sale** – Thursday, May 9 - Friday, May 10, 2024
- \* **National Honor Society Ceremony** – Wednesday, May 15, 2024
- \* **Spring Concert** - Friday, May 17, 2024
- \* **PTA Meeting**- Wednesday, May 22, 2024 @ 9:00 AM
- \* **PTA Snack Sale**- Wednesday, May 22, 2024
- \* **Ancient Greek Theater Performance** – Thursday, May 23, 2024
- \* **College & Career Day (Grades Pre-K-8)**- Friday, May 24, 2024
- \* **Art Showcase** - Thursday, May 30, 2024
- \* **8th Grade Science Performance Exam** - Wednesday, May 29, 2024
- \* **HCCS Field Day (Grades 5-8)** – Friday, May 31, 2024

***June (Juneteenth & Respect Honoring the Elderly)***

- \* **7th Grade Ring Day Celebration** - Friday, June 7, 2024
- \* **HCCS Field Day (Grades Pre-K – 4)** – Tuesday, June 2, 2024
- \* **PTA Meeting** - Wednesday, June 5, 2024 9:00 AM
- \* **PTA Snack Sale**- Wednesday, June 5, 2024
- \* **American Revolution Play (Grade 4)** - Thursday, June 6, 2024
- \* **Senior Lunch** – Monday, June 10, 2024
- \* **Senior Awards Breakfast (Grade 8)** – Tuesday, June 11, 2024
- \* **Pre-K Stepping Up** – Wednesday, June 12, 2024
- \* **Senior Dinner (Grade 8)** - Thursday, June 13, 2024 (tentative)
- \* **Kindergarten Graduation** - Friday, June 14, 2024
- \* **5<sup>th</sup> Grade Social** – Friday, June 14, 2024
- \* **8<sup>th</sup> Grade Graduation** – Friday, June 25, 2024
- \* **Talent Show (Grades K - 5)** – Tuesday, June 25, 2024
- \* **LAST DAY** – Wednesday, June 26, 2024



## HCCS SCHOOL EVENTS 2023 - 2024

### HCCS Dress Down Days

#### October

- October 20<sup>th</sup> Breast Cancer Awareness - wear pink or white tops & jeans
- October 27<sup>th</sup> OXI Day - wear blue or white tops & jeans
- October 31<sup>st</sup> Halloween - wear orange, purple or black tops & jeans

#### November

- November 7<sup>th</sup> Half-day - Election Day – regular dress down day
- November 9<sup>th</sup> Half-day – PTC – regular dress down day
- November 14<sup>th</sup> World Diabetes Day – wear blue tops & jeans
- November 22<sup>nd</sup> Thanksgiving - wear orange or brown tops & jeans

#### December

- December 22<sup>nd</sup> Winter break – wear red, green, blue or white tops & jeans

#### January

- January 12<sup>th</sup> Martin Luther King Jr. Day – wear yellow, red or black tops & jeans

#### February

- February 9<sup>th</sup> Greek Language Day – wear blue or white tops & jeans  
Mo Willems Day - K – 2nd grade – wear grey, pink or white tops & jeans
- February 12<sup>th</sup> Superbowl – jersey day
- February 14<sup>th</sup> Valentine’s Day – wear red, pink or white tops & jeans
- February 16<sup>th</sup> Last day before break

#### March

- March 14<sup>th</sup> Half-day - PTC – half day - dress down day
- March 15<sup>th</sup> St. Patrick’s Day – wear green tops & jeans
- March 25<sup>th</sup> Greek Independence Day – wear blue or white tops & jeans

#### April

- April 2<sup>nd</sup> Autism Awareness Day – wear blue tops & jeans
- April 19<sup>th</sup> Earth Day – wear brown, blue or green tops & jeans

#### May

- May 2<sup>nd</sup> Multicultural Day – dress in the colors of your family’s heritage
- May 6<sup>th</sup> Cinco de Mayo – wear red, green or white tops & jeans

#### June

- June 6<sup>th</sup> Half-day – regular dress down day
- June 25<sup>th</sup> Last full day – regular dress down day
- June 26<sup>th</sup> Last day – half day - regular dress down day





## **School Hours**

- School hours for pre-kindergarten students are 8:20am - 2:50 pm.
- School hours for kindergarten students are 8:00am - 3:15 pm.
- School hours for students in grades 1 through 8 are 8:00 am – 3:45 pm.

**Please note:** The school doors will not be open until 7:40 am each day. Supervision will not be provided for students that arrive before 7:30 am or remain later than 3:45 pm. These procedures are designed for the safety and well-being of your children.

## **Arrival & Dismissal**

All students will enter via the main entrance for morning arrival. Free breakfast is offered to all students and will start at 7:40 am and will be served until 8:00 am. Drop-off for students should NOT arrive earlier than 7:40 am or remain on the school grounds later than 3:45 pm unless they are participating in a supervised school activity.

### *Morning Arrival/Line-up:*

- Pre-K & Kindergarten students will report directly to their classrooms.
- All students in grades 1<sup>st</sup> through 5<sup>th</sup> will report directly to the cafeteria.
- Students in grades 6 – 8 will report directly to their classrooms.
- Your child will be considered “late” after 8:05 AM.

### *Dismissal:*

- Pre-Kindergarten students will be dismissed from the main entrance at 2:50 pm.
- Kindergarten students will be dismissed at 3:30 pm from the main entrance.
- Students in grades 1-4 will be dismissed at 3:40 pm from the parking lot exit facing 5<sup>th</sup> Avenue.
- Students in grades 5, 6, 7, and 8 will be dismissed at 3:40 pm from the side parking exit and down the ramp onto 19<sup>th</sup> street (which is inactive during dismissal times).

*Early pick-up:* Parents are strongly discouraged from picking up their child(ren) early. It is very disruptive to the classroom environment and learning. If there is an emergency and you **must** pick your child early please contact the school office via email ([officecps@hccs-nys.org](mailto:officecps@hccs-nys.org)) or telephone before arriving.

## **Absences & Lateness**

Parents must contact the school at 718-499-0957 when your child is absent. A doctor’s note is required after two (2) days of absences and must be submitted to your child’s teacher when your child returns to school. As a reminder to all parents, school begins at 8:05 am. Classroom instruction begins at 8:05 am **sharp**. Students arriving after 8:05 am are late. School bus delays are taken into consideration. An attendance rate of 95% or better for the entire duration of the school year is part of our promotional policy. \*Please be advised: Family vacations during school days are NOT excused absences.

**School Dress Code:** All students are required to adhere to the school's dress code policy.

**Pre-Kindergarten Girls (Suggested)**

Light blue shirt  
Navy blue skirt, shorts, pants or sweat pants  
Velcro sneakers

**Pre-Kindergarten Boys (Suggested)**

Light blue shirt  
Navy blue pants, shorts or sweatpants  
Velcro sneakers

**Elementary Girls (K -5)**

Light blue shirt  
Navy blue skirt or pants (no sweat pants or leggings)  
Navy blue or black tights (no patterns or various colors)  
Black or Navy Blue shoes  
Sneakers (only on gym days)  
White Button Down Shirt\*\*

**Elementary Boys (K -5)**

Light blue shirt  
Navy blue pants  
Black socks  
Black or Navy Blue shoes  
Black only sneakers  
White Button Down Shirt\*\*j

**\*\*Please note:** All students must have a white button down for special events and school performances.

**Middle School Girls (6 -8)**

All white button down or polo shirt (no logo)  
Navy blue skirt or pants (no sweat pants or leggings)  
Navy blue or black tights/stockings  
Black or blue sweaters (no logo or patterns)  
Black or blue shoes  
Sneakers (only on gym days)

**Middle School Boys (6-8)**

All white button down or polo shirt (no logo)  
Navy blue or black slacks (no sweat pants)  
Black or blue sweaters (no logo or patterns)  
Black or blue shoes  
Black only sneakers

**HCCS Gym Uniform**

- All students in grades K-8 must wear sneakers on gym days.
- Students will not be permitted to participate in gym/physical education if they are not wearing sneakers

**Grades K - 2**

- Students in grades K-2 will not change into gym uniforms. They are required to wear sneakers on gym days.

**Grades 3 -5**

- Students in grades 3-5 will be permitted to wear their gym uniform (school gym shirt and school gym sweat pants) to school on gym days only.

**Grades 6 - 8**

Students in grades 6, 7 and 8 will not change for gym but will be permitted to wear their gym uniform (school gym shirt and school gym short/sweat pants). The gym uniform is a gray t-shirt and navy blue shorts. Gym uniforms can be purchased at Ideal Department Store or in the main office.

## **Parent Contact Information (Blue Card)**

Please ensure that all information on the “Blue Card”, the emergency home contact card, is current and up-to-date. It is the parents/guardian’s responsibility to provide the school with all working telephone numbers. **Please note:** Your child (ren) will not be released to an individual who is not listed on the Blue Card and/or under the age of 18 years old.

## **Parent Email Communication**

Our school has gone “GREEN” with its correspondence to parents/guardians. If you have an email address, please verify your email address with our Director of Community and Engagement, Mrs. Dena Capetanakis at [dcapetanakis@hccs-nys.org](mailto:dcapetanakis@hccs-nys.org), to ensure you receive all electronic correspondence. Also, please make sure to check the school’s website at [www.hccs-nys.org](http://www.hccs-nys.org) for up to date information.

## **Lunch**

School lunch is free for all NYC public school students, including charter schools. Each family must complete a school food application regardless of participation in the school food program. HCCS wants 100% completion of the school food applications because our Title 1 funding is based on percentage of completion. Once each class has 100% participation, that class will be treated to ice cream/ices.

Please note - school meals are provided by the Office of School Food Nutrition Services (OSFNS). Children may bring lunch from home – all food and snacks must be NUT FREE. Our best practice is to share the school food menu monthly with families. Please note, menus are subject to change. Here is the link to the online menus: <https://www.schools.nyc.gov/school-life/food/menus>

## **Breakfast & Lunch Times**

Breakfast is available for all students beginning at 7:45am. Pre-K students will be offered beginning at 8:15 am in their classroom. Students will have lunch at the following times:

Grades K, 1 & 2	10:35 am – 11:20 am
Pre-Kindergarten	10:45 am – 11:30am
Grades 3 & 4	11:25 am – 12:10 pm
Grades 5 & 6	12:15 pm – 1:00 pm
Grades 7 & 8	1:05 pm – 1:50 pm

## **Educational Field Trips**

HCCS encourages all teachers to schedule educational field trips. The teachers’ goal is to plan 4 (four) educational trips and will be aligned with the units of study.

## **Department of Health (DOH) School Nurse**

We have a full time DOH school nurse at our school. Students requiring nursing services and/or medication must call Ms. Daniel at 718-965-1267 and/or the main office for further information.

## **Birthday Celebrations**

Class birthday celebrations are a wonderful chance for children to celebrate with their classmates and we are happy to share in the celebration. All birthdays must be scheduled with the classroom teacher so the proper accommodations can be made. The celebration will take place during the last 15-20 minutes of the school day (approximately 3:00 pm). Here are some helpful guidelines for families:

- Individually pre-packaged drinks and single serve prepackaged baked goods are allowed. Please, no birthday cakes or balloons.
- All food items (cupcakes, cookies, etc. ) must be NUT FREE and clearly state SCHOOL SAFE. This includes the items in the goody bags. They must be NUT FREE as well.
- Parents/guardians of Pre-K and Kindergarten students may join in the festivities.
- Siblings will not be allowed to attend the classroom birthday celebration.
- The birthday child can have a dress down day on this special occasion.

### **Please note:**

Teachers will not distribute birthday party invitations unless the entire class is invited. It is very upsetting to children/families who are NOT included. We kindly ask for our families support on this sensitive issue. Further, please not distribute invitations for celebrations outside of the school during school hours.

## **Chess Fridays (Grades K-5)**

Friday is the dedicated Chess Day at HCCS. HCCS and the PTA are partners in sponsoring this great program whereby our students receive chess instruction during the school year. Chess will be under the direction of Mr. Ethan Schapira ([eschapira@hccs-nys.org](mailto:eschapira@hccs-nys.org)).

## **Library Time**

Students will have access to visit the school library. We also strongly promote for our students to visit the local Brooklyn Public Library branch and apply for library cards.

## **School Purchased Materials (Technology, Textbooks, Workbooks, Library Books)**

All technology, textbooks and library books distributed to students will be inventoried and maintained by the classroom or subject area teacher. Students ARE responsible for the textbooks and workbooks. If devices or library books are lost or stolen, the parents will be charged to replace the lost items. **Please note:** Report cards will be held until payment is received for any outstanding textbooks or library books.

## **Discipline Code/Grievance Policy**

To ensure that an environment is created where teaching and learning can flourish, the Hellenic Classical Charter School has developed a series of rules that address proper student behavior, maintenance or order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities. School staff will ensure that parents and students are well informed of these policies both enrollments and at the time student's sign up for entry into HCCS. As such, students will be reassured about the type of classroom environment that will be maintained in school. The complete HCCS Discipline Code and the Grievance Policy are available in the main office, on our school's web site and for your convenience in the parent handbook at Appendix A & B respectively.

## **Electronic Devices, Jewelry & Eyeglasses**

All non-educational electronic devices (i.e. cell phones, tablets, iPods, PSPs, Apple/smart watches, flash drives) are NOT allowed during school hours. If cell phones and/or Apple watches are brought to school for safety reasons needed for afterschool activities, they will be collected and kept by the teacher in the morning.

**We are not responsible should any of these devices are lost or stolen.** Should your child need to contact you during the school day, they must get permission from their teacher and then call from the main office telephone. If an electronic device is taken from the possession of your child, it will only be returned to a parent/guardian.

For your child/(ren) safety, we ask that your child not wear jewelry or watches during gym or physical activities. We recommend your child wear sports glasses during physical education classes. **We will not be responsible for any broken glasses or jewelry.**

## **Inclement Weather**

When severe weather creates hazardous conditions, the regular school schedule may be suspended to ensure students' safety. HCCS will transition to remote instruction on "snow days". HCCS will follow the NYC Department of Education's policy for school closings and school delays. It is the parent's/guardian's responsibility to monitor news reports via television or radio stations. When there is an authorized citywide school closing or delayed school opening, the following will be cancelled: all field trips, all after-school programs, bus transportation and school food services. By 6:00am, the decision is announced on the 311 information line, on the DOE's website home page (<http://www.nycenet.edu>), the following radio stations in the city: WINS (1010 AM), WCBS (880 AM), WABC (770 AM), WLIB (1190 AM), WADO (1280 AM), WBLS (107.5 FM), WNYE (91.5 FM), and the following television stations: WCBS (Channel 2), WNBC (Channel 4), WNYW (Fox Channel 5), WABC (Channel 7), WNYE (Channel 25), Univision Channel 41 and NY1.

## **Evacuation Site**

In the event of an emergency, the Hellenic Classical Charter School will evacuate to the Prospect Park YMCA located at 357 9<sup>th</sup> Street, between 5<sup>th</sup> & 6<sup>th</sup> Avenues



## Student Absence & Lateness Policy

September 2023

Dear Parents/Guardians,

Attendance is required for public school students. New York City students are required to attend school on a full time basis. 95% attendance is one of the requirements for promotion to the next grade.

Attendance data will be recorded daily. We will continue to follow the HCCS Attendance Policy. 95% attendance is one of the requirements for promotion to the next grade.

Parents are expected to submit a note explaining each absence. Notes from a doctor or a health care professional should be provided in case of extended or frequent absence due to illness. If your child is absent from school for reasons other than illness, documentation of the reason for the absence (for example, a court order) should be presented to the school.

Please be reminded that you must call HCCS at 718.499.0957 when your child is absent. Kindly leave your child's name, class and date of absence on the answering machine. You should also expect a phone call from our office.

**Students arriving after 8:05 am are considered late for school.** Bus delays are always taken into consideration.

As you know, children that have 100% attendance receive special recognition in June. Classes that have 100% attendance receive daily recognition.

**Please do not plan vacations when school is in session. Your child will miss valuable instruction time.**



## Parent/Teacher Association (PTA)

The HCCS PTA is a vital part of our school program and we encourage all parents to become ACTIVE members. A successful school needs the services and support of the PTA. Meetings will be held from September through June, alternating monthly between morning and evening meetings.

### Volunteers

Our families have several opportunities to volunteer during the school day. If you are interested in volunteering for any of these events, please contact our PTA President, Christopher Linares.

Below are a few events where we welcome volunteers:

- \*snack sales
- \*VIP Reader Week
- \* Middle School Dances
- \* Art Exhibitions
- \* Fall & Spring Scholastics Book Sales
- \* Mother's Day Plant Sale
- \* Movie Nights
- \* Class field trips
- \* Pumpkin Patch
- \* Multi-Cultural Fair
- \* Graduation Events
- \* Family Day

### PTA Executive Board

2023 - 2024

<b>President</b>	Christopher Linares
<b>Vice President</b>	Martiza Stewart
<b>Corresponding Secretary</b>	Cristina Rosenthal
<b>Recording Secretary</b>	vacant
<b>Treasurer</b>	Irene Kokotas

### PTA Meeting Dates

*(All dates- tentative & subject to change)*

- **September 13, 2023 at 9:00am**
- **October 19, 2023 at 5:00pm**
- **November 15, 2023 at 9:00am**
- **December 13, 2023 at 5:00pm**
- **January 10, 2024 at 9:00am**
- **February 7, 2024 at 5:00pm**
- **March 6, 2024 at 9:00am**
- **April 17, 2024 at 5:00pm**
- **May 22, 2024 at 9:00am**
- **June 5, 2024 at 5:00pm**

# HCCS

## Curriculum, Learning Standards, Assessments

### K- 8<sup>th</sup>







# Academic Performance, Grading & Promotional Criteria

## Grades K -8

### Academic Performance Levels

The New York State Education Department has adopted and changed the language to describe students at the difference performance levels. Please familiar yourself with this language to better understand the meaning behind your child’s level.

- Level 4** - Student **excels** in CCLS\* for this grade level (*Averages: 90% - 100%*)
- Level 3** – Student is **proficient** in CCLS\* for this grade level (*Averages 89% - 75%*)
- Level 2** – Student is **partially proficient** in CCLS\* for this grade level (partial but insufficient) (*Averages 74% -65%*)
- Level 1**- Student is **well below proficient** in standards in this grade level (*Averages 0% -64%*)

### Promotional Criteria

The Hellenic Classical Charter School standards are held to specific promotion criteria for attendance, comprehensive classroom assessments, which include work samples, anecdotes, benchmark assessments, and teachers’ assessments and observations. HCCS reserves the right to make a promotion decision when standardized test scores do not match previous student achievement as seen throughout classroom assessments. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as “Promotion in Doubt” during the winter. At that time, families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year, they are identified for retention for the following year. All criteria are fully included in the final decision for promotion as defined below:

Grade Levels	Attendance Rate (mandatory)	Teacher Recommendation	Benchmark Testing
K , 1, 2	95%	At grade level performance (Level 2-4)	Fox in Box Benchmark at grade level
3 , 4, 5	95%	At grade level performance (Level 2-4)	<i>Grade 3 &amp; 5 -ELA and Math</i> <i>Grade 4 - ELA, Math &amp; Science</i>
6 , 7, 8	95%	At grade level performance (Level 2-4)	<i>Grade 6 &amp; 7 – ELA and Math</i> <i>Grade 8 – ELA, Math &amp; Science</i>



## HCCS Homework Policy K - 8

Home work is given every day, may include weekends and holidays.

*Homework and school official notices are to be read, checked and signed by parents /guardians each night.*

### **MINIMUM TIME ALLOTMENTS**

<b><u>GRADE</u></b>	<b><u>FREQUENCY</u></b>	<b><u>MINIMUM DAILY TOTAL</u></b>
Kindergarten	Daily	15-25 minutes
1 <sup>st</sup> – 2 <sup>nd</sup>	Daily	25- 35 minutes
3 <sup>rd</sup> – 4 <sup>th</sup>	Daily	35 -50 minutes
5 <sup>th</sup> – 6 <sup>th</sup>	Daily	50 – 90 minutes
7 <sup>th</sup>	Daily	120 minutes
8 <sup>th</sup>	Daily	150 minutes

### **Parent Involvement/Role at Home**

Parents can provide very valuable assistance in the area of homework through the following:

Show an interest in your child's work by making yourself available and listening.

Encourage your child's best efforts as often as possible

Check for completion, accuracy and neatness when your child finishes an assignment

Provide a suitable **time and place** for your child to study

Check your child's work and play times so that there will be enough time for each activity

Check your child's book bag for information. Read all notices and newsletters that come home with your child

Request homework assignments for short term absences and, if possible, home instruction for extended absences

Attend parent teacher conferences and meetings when possible

Contact the school to see your child's teacher, guidance counselor or supervisor when a homework issue arises.

Take your child to the public library. It can provide resources that will enrich your child's homework assignment



**Progress Reports & Report Cards**  
**Distribution Dates**  
**K - 8**  
**2023 - 2024**

**PROGRESS REPORTS**  
**ELEMENTARY (K - 5)**

*Progress Report # 1* – October 13, 2023

*Progress Report # 2* – January 19, 2024

*Progress Report # 3* - May 17, 2024

**\*All progress reports are mailed  
mailed directly to the home.**

**PROGRESS REPORTS**  
**MIDDLE SCHOOL (6-8)**

*Progress Report # 1* – October 13, 2023

*Progress Report # 2* – February 16, 2024

*Progress Report # 3* - May 17, 2024

**\*All progress reports are mailed  
mailed directly to the home.**

**REPORT CARDS**  
**ELEMENTARY (K - 5)**

*Report Card # 1* – November 9, 2023

*Report Card # 2* – March 14, 2024

*Report Card # 3* – June 26, 2024

**REPORT CARDS**  
**MIDDLE SCHOOL (6- 8)**

*Report Card # 1* – November 9, 2023

*Report Card # 2* – January 13, 2024

*Report Card # 3* – March 14, 2024

*Report Card # 4* – June 26, 2024

**Report cards will be distributed to families via email who attend the scheduled Parent/Teacher Conferences for the Fall and Spring.**

**\*These days are half-days for all students in Grades Prek-K – 8\***

**\*Dismissal is at 10:45 AM for Pre-K**

**\*Dismissal is at 11:00 AM for Kindergarten\***

**\*Dismissal is at 11:15 AM for Grades 1-8\***

### **Elementary (Pre-K -5)**

#### **Appointment Meeting Times:**

Grades Prek-5:

**Afternoon Session: 12:00 PM – 3:45 PM**

**Evening Session: 5:00 PM – 7:30 PM**

#### **Fall**

Report Card # 1 – distributed to parents/guardians on **Thursday, November 9, 2023.**

#### **Spring**

Report Card # 2 – distributed to parents/guardians on **Thursday, March 14, 2024.**

#### **Final \*\***

Report Card # 3 – distributed to students on **Wednesday, June 26, 2024.**

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### **Middle School (6-8)**

**Appointment Meeting Times: Afternoon Session: 12:00 PM – 3:45 PM**

**Evening Session: 5:00 PM – 7:30 PM**

#### **Fall**

Report Card # 1 – emailed to parents/guardians on **Thursday, November 9, 2023.**

#### **Winter**

Report Card # 2 – emailed home to parents/guardians on **Friday, January 13, 2023.**

#### **Spring**

Report Card # 3 – emailed home to parents/guardians on **Thursday, March 14, 2024.**










#### **Final \*\***

Report Card # 4 – emailed to students on **Wednesday, June 26, 2024.**

**\*\* Please note:** The last report cards in June are given directly to students and will only be distributed on the last day of school.



## Student of the Month School Wide Criteria Grades K -5

-  Student must complete homework every night in all subject areas.
-  Student must have good attendance and be on time every day.
-  Student must pay attention.
-  Student must behave appropriately at all times, taking responsibility for his/her behavior.
-  Student must participate in class discussions.
-  Student must always be respectful.
-  Student must show acts of kindness.
-  Student must do his/her best work at all times!
-  Student must show a willingness to help other students and work cooperatively.

\*Students are recognized at our PTA meetings.



## *Arista, Principal's List & Honor Roll Criteria Sixth, Seventh & Eighth Grade*

### **Arista**

- ❖ *90% average in **all** of the major and minor subjects*
- ❖ *Exemplary conduct (no record of needing disciplinary action)*
- ❖ *Exemplary attendance (no unexcused absences/95% attendance rate/ no chronic lateness)*

*Community service: at least 2 hours of service to our school and 2 hours of service to the community\**

### **Principal's List**

*90% average in **each** of the major subjects: ELA, Math, Science and Social Studies*

*85% average in **each** of the minor subjects: Greek, Latin, Music, Art, Gym, etc.*

*Exemplary or satisfactory conduct*

*Exemplary attendance (no unexcused absences/ 95% attendance rate/ no chronic lateness)*

*Community service: at least 2 hours of service to our school and 1 hour of service to the community\**

### **Honor Roll**

*85% average in **each** of the major subjects: ELA, Math, Science and Social Studies*

*80% average in **each** of the minor subjects: Greek, Latin, Music, Art, Gym, etc.*

*All conduct must be satisfactory*

*Exemplary attendance (no unexcused absences/ 95% attendance rate/ no chronic lateness)*

*Community service: at least 1 hour of service to our school\**

\*\*\* All community service hours must be submitted and approved by the guidance counselor prior to the end of the marking period.

## Teachers College Reading & Writing Project Benchmark Independent Reading Levels and Marking Period Assessments



Updated for the 2019-2020 School Year

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<b>Kindergarten</b> Emergent Story Books Shared Reading	<b>Kindergarten</b> Emergent Story Books Shared Reading A/B	<b>Kindergarten</b> B/C	<b>Kindergarten</b> 4=D or above 3=C 2=A/B 1=Early Emergent	<b>Kindergarten</b> 4=F or above 3=D/E 2=C 1=B or below
<b>Grade 1:</b> 4=F or above 3=D/E 2=C 1=B or below	<b>Grade 1:</b> 4=H or above 3=F/G 2=D/E 1=C or below	<b>Grade 1:</b> 4=I or above 3=G/H 2=E/F 1=D or below	<b>Grade 1:</b> 4=K or above 3=H/I/J 2=F/G 1=B or below	<b>Grade 1:</b> 4=L or above 3=I/J/K 2=G/H 1=F or below
<b>Grade 2:</b> 4=L or above 3=I/J/K 2=G/H 1=F or below	<b>Grade 2:</b> 4=M or above 3=J/K/L 2=H/I 1=G or below	<b>Grade 2:</b> 4=M or above 3=K/L 2=I/J 1=H or below	<b>Grade 2:</b> 4=N or above 3=L/M 2=J/K 1=I or below	<b>Grade 2:</b> 4=N or above 3=M 2=K/L 1=J or below
<b>Grade 3:</b> 4=N or above 3=M 2=K/L 1=J or below	<b>Grade 3:</b> 4=O or above 3=N 2=L/M 1=K or below	<b>Grade 3:</b> 4=P or above 3=O 2=M/N 1=L or below	<b>Grade 3:</b> 4=P or above 3=O 2=N 1=M or below	<b>Grade 3:</b> 4=Q or above 3=P 2=O 1=N or below
<b>Grade 4:</b> 4=Q or above 3=P 2=O 1=N or below	<b>Grade 4:</b> 4=S or above 3=Q/R 2=O/P 1=N or below	<b>Grade 4:</b> 4=S or above 3=Q/R 2=P 1=O or below	<b>Grade 4:</b> 4=T or above 3=R/S 2=P/Q 1=O or below	<b>Grade 4:</b> 4=T or above 3=S 2=Q/R 1=P or below
<b>Grade 5:</b> 4=T or above 3=S 2=Q/R 1=P or below	<b>Grade 5:</b> 4=U or above 3=T 2=R/S 1=Q or below	<b>Grade 5:</b> 4=V or above 3=T/U 2=S 1=R or below	<b>Grade 5:</b> 4=V or above 3=U 2=S/T 1=R or below	<b>Grade 5:</b> 4=W* or above 3=U/V 2=T 1=S or below
<b>Grade 6:</b> 4=W or above 3=U/V 2=T 1=S or below	<b>Grade 6:</b> 4=W or above 3=V 2=T/U 1=S or below	<b>Grade 6:</b> 4=X or above 3=V/W 2=U 1=T or below	<b>Grade 6:</b> 4=X or above 3=W 2=U/V 1=T or below	<b>Grade 6:</b> 4=Y or above 3=W/X 2=V 1=U or below
<b>Grade 7:</b> 4=Y or above 3=W/X 2=V 1=U or below	<b>Grade 7:</b> 4=Y or above 3=W/X 2=V 1=U or below	<b>Grade 7:</b> 4=Y or above 3=X 2=V/W 1=U or below	<b>Grade 7:</b> 4=Z or above 3=X/Y 2=V/W 1=U or below	<b>Grade 7:</b> 4=Z or above 3=Y 2=W/X 1=V or below
<b>Grade 8:</b> 4=Z or above 3=Y 2=W/X 1=V or below	<b>Grade 8:</b> 4=Z+ 3=Y/Z 2=W/X 1=V or below	<b>Grade 8:</b> 4=Z+ 3=Z 2=X/Y 1=W or below	<b>Grade 8:</b> 4=Z+ 3=Z 2=X/Y 1=W or below	<b>Grade 8:</b> 4=Z+ 3=Z 2=X/Y 1=W or below

\*Be aware that texts at level W and above can contain mature content. Please use professional judgement.

\*\*These benchmarks correspond to our database, *AssessmentPro*, which correlates state test results with reading levels.

## Common Core Math Fluencies

*(I can do these quickly and without error)*

I can do these by the end of my year in...

<b>K</b>	I can add and subtract numbers within <b>5</b> . (ex. $2+3=5$ , $2+2=4$ , $5-1=4$ , $4-3=1$ )
<b>1</b>	I can add and subtract within <b>10</b> (ex. $8+2=10$ , $10-4=6$ , $8-3=5$ )
<b>2</b>	I can add and subtract within <b>20</b> (ex. $15+4=19$ , $14-5=9$ ) I can add and subtract within <b>100</b> using pencil and paper.
<b>3</b>	I can <u>multiply</u> and <u>divide</u> within <b>100</b> I can <u>add</u> and <u>subtract</u> within <b>1000</b>
<b>4</b>	I can add and subtract within one million. <b>1,000,000</b>
<b>5</b>	I can solve multi-digit multiplication problems (ex. $24 \times 135$ , $120 \times 37$ )
<b>6</b>	I can solve multi-digit division problems. (ex. $545 \div 25 =$ ) I can solve problems with multi digit decimals.
<b>7</b>	I can solve two step equations and I can solve linear equations using the distributive property. $px+q=r$ $p(x+q)=r$
<b>8</b>	I can solve simple $2 \times 2$ systems of linear equations by inspection.

## The Eight Mathematical Practices

<b>1</b>	I can solve problems without giving up.
<b>2</b>	I can think about numbers in many ways.
<b>3</b>	I can explain my thinking and try to understand others.
<b>4</b>	I can show my work in many ways.
<b>5</b>	I can use math tools and tell why I chose them.
<b>6</b>	I can work carefully and show my work.
<b>7</b>	I can use what I know to solve new problems.
<b>8</b>	I can solve problems by looking for rules and patterns.





**Elementary & Intermediate Level  
State Testing Calendar - UPDATED  
2023 - 2024**

**State ELA Test- Grades 3 – 8**

Thursday, April 11 – Friday, April 12, 2024

**State Math Test- Grades 3 - 8**

Tuesday, May 7 – Wednesday, May 8, 2024

**NYSESLAT Assessment – Grade K – 8**

Monday, April 15 – Friday, May 24, 2024 (selected students)

**State Science Written Test- Grade 5 & 8**

Monday, June 13, 2024

\*Grades 5 & 8 – computer-based testing for ELA, Math & Science exams

**Regents Week – Grade 8 (only)\***

**Common Core Algebra I Regents**

Tuesday, June 4, 2024

**Living Environment Regents**

Friday, June 14, 2024 @ 1:15PM

**Greek Regents**

Monday, June 24, 2024



# HCCS Open House Dates 2023 - 2024

## Pre-K

## Kindergarten – 8<sup>th</sup> Grade

**Tuesday, December 5, 2023**

*Pre-K Open House: 5:30 PM – 6:30 PM*

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**Tuesday, February 6, 2024**

*Pre-K Open House: 5:30 PM – 6:30 PM*

**Thursday, December 7, 2023**

*Grades K – 8 Open House: 5:30 PM- 7:00 PM*

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**Thursday, February 8, 2024**

*Grades K – 8 Open House: 5:30 PM- 7:00 PM*

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**Thursday, March 7, 2024**

*Grades K – 8 Open House: 5:30 PM- 7:00 PM*

Deadline for Applications for school year 2024-2025:

**Monday, April 1, 2024**

**\*\*Applications for siblings and new students for the 2024-2025 school year will be available on our school's website.**

Tentative Lottery date for school year 2024-2025:

**Wednesday, April 3, 2024**

Reading Curriculum Maps  
HCCS Grades K-2  
2023-2024

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time Line	Sept/Oct	Nov/Dec	Jan/Feb	Mar/Apr	May/June
<b>K</b>	We Are Readers	Sharing Reading Emergent Reading: Looking Closely at Familiar Texts(Acting out)	Super Powers: Reading with Print Strategies and Sight Word Power	Boosting Reading Power  Bigger Books Bigger Reading Muscles	Becoming Avid Readers
<b>First Grade</b>	Building Good Reading Habits	Word Detectives	Learning About The World	Readers Have Big Jobs To Do	Meeting Characters and Learning Lessons

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time Line	Sept/Oct	Nov/Dec	Dec/Jan	Feb/March	Apr/May	May/June
<b>Second Grade</b>	Becoming a Big Kid Reader	Becoming Experts: Reading Nonfiction	Tackling Longer Words and Longer Books	Reading Nonfiction cover to cover	Stepping into the World of the Story	Growing Knowledge Together

Reading Curriculum Maps  
HCCS Grades 3-5  
2023-2024

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Nov/Dec/ Jan	Jan/Feb	Mar/Apr	April/May	June
<b>Third Grade</b>	Building a Reading Life (9/11-10/31)	Reading to Learn (11/1-12/8)	Mystery: Foundational Skills in Disguise (12/11-1/12)	Character Studies (1/16-3/1)	Test Prep (3/4-4/5)	Research Clubs (4/15-5/24)	Mini Fairy Tales Unit (5/28-6/26)
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Nov/Dec	Dec/Jan	Jan/Feb/Mar	Mar/Apr	April/May	May/June
<b>Fourth Grade</b>	Bend Zero Interpreting Characters (9/11-9/22) Interpreting Characters (9/26- 10/31)	Up the Ladder Nonfiction (11/1-12/8)	Detail and Synthesis (12/11- 1/19)	Reading the Weather, Reading the World (1/22-3/1)	Test Prep (3/4-4/5)	Historical Fiction Book Clubs (4/15- 5/24)	Graphic Novels (5/28-6/26)
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Nov/Dec	Dec/Jan	Jan/Feb/Mar	Mar/Apr	April/May	May /June

Reading Curriculum Maps  
HCCS Grades 6 -8  
2023-2024

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept./Oct.	Nov./Dec	Dec./Jan.	Jan./Feb.	Feb/Mar/Apr	Apr./May	May/June
<b>6th Grade</b>	Getting Back into a Reading Life. (9/11- 9/22)  A Deep Study of Character (9/26-10/31)	Social Issue Book Clubs (11/1-12/12)	Tapping the Power of Nonfiction (12/18-1/26)	Poetry (1/29-2/16)	Test Prep (2/26-4/5)	Activism/ Podcasts (4/15-5/24)	Fantasy (5/28-6/26)
	Sept./Oct.	Nov./Dec/Jan.	Jan/Feb.	Jan./Feb.	Mar./Apr.	Apr./May	May/June
<b>7<sup>th</sup> Grade</b>	Getting Back into a Reading Life (9/9- 9/16)  Historical Fiction (9/19-10/31)	Tapping the Power of Non-fiction (11/1-12/15)  Essential Research for Teens (Bend I only) (12/18-1/5)	Investigating Characterization (1/8-2/16)	Poetry (2/26-3/1)	Test Prep (3/4-4/5)	Poetry cont. (4/15-5/10)	Graphic Novels (5/13-6/26)
	Sept.	Oct./Nov.	Nov./Dec.	Dec/Jan.	Feb/Mar	Mar./Apr	April/May/Jun

Writing Curriculum Maps  
HCCS Grades K -2  
2023-2024


Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Timeline	Sept/Oct	Nov/Dec	Jan/Feb	Mar/Apr	May/June
<b>K</b>	Launching the Writing Workshop  *Not bend 3(story)	Show and Tell: From Labels to Pattern Books	Writing For Readers  True Stories (Narrative)	Persuasive Writing of All Kinds: Using Words To Make A Change  (Opinion)	How to Books Writing to Teach Others  (Information)
<b>First Grade</b>	Small Moments  (Narrative)	How-To Writing  (Information)	Nonfiction Chapter Books  (Information)	Writing Reviews  (Opinion)	From Scenes to Series: Writing Fiction  (Narrative)

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Timeline	Sept/Oct	Nov/Dec	Dec/Jan	Feb/March	Apr/May	June
<b>Second Grade</b>	Lessons From the Masters: Improving Narrative Craft  (Narrative)	How-To-Guide for Nonfiction Writing  (Information)	Gripping Stories  (Narrative)	Poetry  (Opinion)	Writing About Reading  (Opinion)	Nonfiction Writing Projects  (Information)

Writing Curriculum Maps  
HCCS Grades 3 -5  
2023- 2024

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Time Line</b>	<b>Sept./Oct</b>	<b>Oct./Nov.</b>	<b>Nov./Dec.</b>	<b>Jan./Feb.</b>	<b>Mar./Apr.</b>	<b>Apr./May</b>	<b>June</b>
<b>Third Grade</b>	Crafting True Stories	Art of Information Writing	Changing The World	Baby Literary Essay	Test Preparation	Writing About Research	Once Upon a Time: Adapting and Writing Fairy Tales
<b>Time Line</b>	<b>Sept./Oct.</b>	<b>Nov./ Dec.</b>	<b>Dec./Jan</b>	<b>Jan./Feb./ Mar.</b>	<b>Mar./Apr.</b>	<b>Apr./May</b>	<b>May/June</b>
<b>Fourth Grade</b>	Bend 0 Writerly Life  Arc of Story	The Personal and Persuasive Essay: “Boxes and Bullets” and Argument Structures For Essay Writing *Revised	The Literary Essay: Writing about Fiction	Up the Ladder Information Writing	Test Preparation	Historical Fiction Arc of story	Arc of Story/ Graphic Novels
<b>Time Line</b>	<b>Sept./Oct.</b>	<b>Nov./ Dec.</b>	<b>Dec./Jan</b>	<b>Jan./Feb./ Mar.</b>	<b>Mar./Apr.</b>	<b>Apr./May</b>	<b>May/June</b>
<b>Fifth Grade</b>	Narrative Craft	Up the Ladder: Informational Writing	Literary Essay: Opening Texts and Seeing More	The Research Based Argument Essay	Test Preparation	Lens of History Research Reports	Fantasy Writing

Writing Curriculum Maps  
HCCS Grades 6 -8  
2023- 2024

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Nov/Dec	Dec/Jan	Jan/Feb	Feb/Mar/Apr	Apr/May	May/June
<b>Sixth Grade</b>	Restarting a writing life  Personal Narrative: Crafting Powerful Life Stories	The Literary Essay: From Characters to Compare/ Contrast	Research Based Information Writing (Argument Writing)	Poetry	Test Prep	Podcast Writing	Passion Projects
	Sept	Oct/Nov	Nov/ Dec/Jan	Jan/Feb	Mar/Apr	Apr/May	May/June
<b>Seventh Grade</b>	Restarting a Writing Life 9/16-9/22	Realistic Fiction: Symbolism, Syntax and Truth 9/25-11/3	Poetry  The Art of Argument	Art of Argument cont.  Literary Essay (mix 6 and 8th grade units))	Test Prep	Memoir 	Graphic Novels
	Sept/Oct	Nov/Dec	Dec/Jan	Feb/Mar	Mar/Apr	Apr/May	May/June
<b>Eighth Grade</b>	Restarting a Writing Life  Thematic Literary Essay	Memoir	Position Papers	Literary Essay: Author's Craft and Comparative	Test Prep	Macbeth Portfolios	Poetry





**NGLS Mathematics Curriculum Map**  
**HCCS Grades K-2**  
**2023-2024**

	<b>Sept/Oct</b>	<b>Nov/Dec</b>	<b>Jan/Feb</b>	<b>Mar/Apr</b>	<b>May/June</b>
<b>K</b>	Represent numbers to 5 with objects and written numeral. Match, classify, count, and sort numbers to 5.	Add to and take from within 5. Represent numbers 6 to 10 with objects and written numeral.	Use count sequence to 100 with coins. Explore coins (pennies, nickels, dimes, and quarters). Compare numbers to 10. Add to and take from within 10.	Add to and take from within 10. Ways to make numbers to 10. Analyze and compare 3D shapes. Describe positions of objects. Analyze and compare 2D shapes and patterns.	Place value foundations: Represent numbers to 20. Length, height, and weight.
<b>First Grade</b>	Addition strategies. Subtraction strategies. Properties of operations.	Apply the addition and subtraction relationship. Add to and take from problems.	Compare problems. Data. Understand place value. Count and represent numbers.	Compare numbers. Addition and subtraction with tens and ones. Two-digit addition and subtraction. 3D shapes.	2D shapes. Fraction foundations. Length. Money. Time.
<b>Second Grade</b>	Fluency for addition and subtraction to 20. Equal groups.  Data  Understand place value.	Read, write, and show numbers to 1,000. Use place value.  Coins.  Dollar amounts.	Time. Addition and subtraction counting strategies. Addition and subtraction grouping strategies.	Develop addition and subtraction fluency. Algebra.  Three-digit addition and subtraction.  Length in inches, feet, and yards.	Length in centimeters and meters. Addition and subtraction in length. 2d and 3D shapes. Fractions.  Multiplication.

**NGLS Mathematics Curriculum Map**  
**HCCS Grades 3-5**  
**2023-2024**

	<b>Sept/Oct</b>	<b>Nov/Dec</b>	<b>Jan/Feb</b>	<b>Mar/Apr</b>	<b>May/June</b>
<b>Third Grade</b>	Place value to 1,000. Addition and subtraction strategies. Addition and subtraction within 1,000. Understand multiplication. Relation multiplication and area.	Multiplication strategies. Multiplication properties. Multiples of 10. Understand division.	Relation multiplication and division. Apply multiplication and division. Time. Understand fractions.	Shapes, fraction, and area. Compare fractions. Equivalent fractions. Liquid volume and mass. Represent and interpret Data. TEST PREP	Understand perimeter. Polygons Define and categorize 2D shapes. Board game project.
<b>Fourth Grade</b>	Place value of whole numbers. Addition and subtraction of whole numbers. Multiply by 1 -digit numbers. Understand division by 1-digit numbers.	Divide by 1-digit numbers. Multiply by 2-digit numbers. Apply multiplication to area.	Algebraic thinking and number theory. Fraction equivalence and comparison. Use fractions to understand angles. Addition and subtraction of fractions with like denominators.	Add and subtraction fractions and mixed numbers with like denominators. Multiply fractions by whole numbers. 2D figures. Symmetry and patterns. TEST PREP	Customary measurement. Metric measurement. Time and measurement. Relate fractions and decimals. Food truck project.
<b>Fifth Grade</b>	Whole number place value and multiplication. Understand and practice division of whole numbers. Volume.	Add and subtract fractions and mixed numbers with unlike denominators. Understand multiplication of fractions.	Understand and apply multiplication of mixed numbers. Divide whole numbers and fractions. Decimal place value. Add and subtract decimals.	Multiply decimals by whole numbers and by decimals. Divide decimals. Customary & metric measurement. Graphs and patterns. 2D figures. TEST PREP	Expressions. Getting ready for 6 <sup>th</sup> grade.

**NGLS Mathematics Curriculum Map**  
**HCCS Grades 6-8**  
**2023-2024**

	<b>Sept/Oct</b>	<b>Nov/Dec</b>	<b>Jan/Feb</b>	<b>Mar/Apr</b>	<b>May/June</b>
<b>Sixth Grade</b>	Whole number operations. Decimal operations. Fraction operations. Mixed number operations. Integer operations. Graphing integers.	Rates, unit rates, ratios, and percents. Exponent rules. Writing and simplifying expressions. Factoring expressions. MIDTERM	Functions, tables, and rules. Graphing functions. Writing and solving equations. Solving 1-step and 2- step equations.	Writing and solving inequalities. Graphing inequalities. Area, surface area and volume. TEST PREP	Measures of variation. Line plots. Data. Probability. FINAL
<b>Seventh Grade</b>	Addition and subtraction of rational numbers. Multiply and divide rational numbers. Multi-step problems using rational numbers. Identify and represent proportional relationships. Scale drawings.	Proportional reasoning with percents. Expressions and equations. Inequalities. MIDTERM	Circumference and area. Surface area and volume. Proportional reasoning with samples. Statistics and graphs to compare data.	Experimental probability. Theoretical probability. TEST PREP	Triangle investigation. 2D from slicing 3D. Circumference, area of circles and triangles and trapezoids. Angle relationships Getting ready for 8 <sup>th</sup> grade. FINAL
<b>Eighth Grade</b>	Number system. Exponents. Linear equations. Angle relationships.	Proportional relationships. Functions. Types of solutions in one variable. MIDTERM	Pythagorean theorem. Distance on coordinate plane. Volume. Scatterplots and trend lines.	Transformations. Similar and congruent. TEST PREP	Scientific notation. System of equations graphically and algebraically. Tessellations. FINAL

# HELLENIC CLASSICAL CHARTER SCHOOLS

## Discipline Policy

### Operations and Policies

#### Charter School Student Discipline & Order Policies

#### INTRODUCTION

To ensure that an environment is created where teaching and learning can flourish, the charter school has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities. School staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students sign up for entry into the charter school. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment will be maintained in the charter school.

#### I. STUDENT DISCIPLINARY CODE

This Code sets forth the charter school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

#### A. DEFINITIONS

For purposes of this Code:

- **"Short term suspension"** will refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days;
- **"Long-term suspension"** will refer to the removal of a student from school for disciplinary reasons for a period of more than five days; and
- **"Expulsion"** will refer to the permanent removal of a student from school for disciplinary reasons.

#### A-1. RECORDS OF STUDENT DISCIPLINE

The Charter School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

## B. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below will be subject *minimally* to a short term suspension, unless the will determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record.

**Such student also may be subject to any of the disciplinary measures set forth in Part D of this Code, and, depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.**

### *Disciplinary Infractions*

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess radios or other portable entertainment devices, pagers, cellular telephones, or other personal electronic devices not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.

- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

#### *Procedures and Due Process for Short Term Suspensions*

The principal may impose a short-term suspension, and will follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short-term suspension, the principal will immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice will be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also will be provided by telephone. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parents or guardian of their right to request an immediate informal conference with the principal. Such notice and informal conference will be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student will have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon as possible after the suspension as is reasonably practicable. The principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

#### C. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below will be subject minimally to a long-term suspension, unless the principal or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part D, to referral to law enforcement authorities, and/or to expulsion.

#### *Disciplinary Infractions*

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
  - Commit or attempt to commit arson on school property.
  - Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
  - Assault any other student or staff member.
  - Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
  - Vandalize school property causing major damage.
  - Commit any act which school officials reasonably conclude warrants a long term suspension.
- In addition, a student who commits any of the acts listed in Part II which would ordinarily

result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the principal's discretion.

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The principal will refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The principal will refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

#### *Procedures and Due Process for Long-Term Suspensions*

The principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the principal will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The principal also will immediately notify the student's parent(s) or guardian(s) in writing. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence. If the suspension proceeding has been initiated by the principal, the principal will personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the principal may accept or reject all or part of it. The principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the charter school's complaint process pursuant to Education Law § 2855(4).

#### **D. ADDITIONAL DISCIPLINARY MEASURES**

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the principal to the imposition of a



minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed only by the principal. All other disciplinary measures may be imposed by the principal or a teacher, who must inform the principal of such action within a reasonable time.

#### *Behavioral Contract*

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary and will not determine the child's admission to or retention in the Charter School.

#### *Detention*

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

#### *Loss of School Privileges*

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) will be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved will hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

#### *In-School Short-Term Suspension*

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whomever was involved in imposing the suspension.

#### *Suspension from School Transportation*

As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amounts to a suspension from attending school because of the distance between home and school and the unavailability of alternative public or private transportation, the school will make appropriate arrangements for the student's education.

### **E. PROVISION OF SERVICES DURING REMOVAL**

The charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general

curriculum. For a student who has been suspended, alternative instruction will be provided to the extent provided by law and as consistent with the practice of the surrounding school districts during the period of suspension; for a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student and the school on a case-by-case basis. Instruction for such students will be sufficient to enable the student to make adequate academic progress, and will provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the charter school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

#### F. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] Students who have been presumed to have a disability for discipline purposes will be afforded the rights and protection of IDEA when such students are subject to suspensions and removals for disciplinary reasons. The Charter School will comply with sections 300.519-300.529 of the Code of Federal Regulations(CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations will govern.

The Charter School will maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Students for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines. A behavior intervention plan, when developed, will include a description of the problem behavior, hypotheses as to why the problem behavior occurs and intervention strategies to address the behavior. A student's IEP may also include goals and objectives related to the student's behavior. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student will not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the

eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The Charter School will work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability.
- 3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

#### *Provision of Services During Removal*

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also will provide additional alternative instruction during the first ten days of suspension and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, will make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make

the service determination.

#### *CSE Meetings*

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

#### *Due Process*

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

#### *Parent Appeal Process*

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and Charter School agree otherwise.

## II. MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules will govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally,

these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

### **A. Prohibited Conduct**

No person, either singly or in concert, will:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

### **B. Penalties and Enforcement**

Penalties for violations of these rules include, but are not limited to:

- the withdrawal of authorization to remain upon school property;
- ejection;
- arrest;

- for students, suspension or other disciplinary action; and
- for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the principal and to make reasonable efforts to stop the prohibited conduct. The principal is responsible for the enforcement of these rules.

### **III. STUDENT RIGHTS & RESPONSIBILITIES**

#### **A. Participation in School Activities**

All students have the following rights:

1. To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
2. To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

#### **B. Records**

Charter Schools are subject the federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

#### **C. Freedom of Expression**

1. Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, will not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code.
2. Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, will be supervised by qualified faculty advisors and will strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.
3. No person will distribute any printed or written materials on school property without the prior permission of the principal. The principal may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The principal may also regulate the time, place, manner and duration of such distribution.

#### **D. Search and Seizure**

1. A student and/or the student's belongings may be searched by a school official if the official

has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

2. Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student will not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

3. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

a. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.

b. Searches will be conducted under the authorization of the school principal or his/her designee.

c. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

#### **E. Off-Campus Events**

Students at school sponsored off-campus events will be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials will result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

#### **F. Discipline**

1. Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Disciplinary Code. In disciplinary matters, students will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

2. A student may be suspended from instruction only after his or her rights to due process have been observed.

a. Plans to educate and train the school's staff regarding the implementation of all disciplinary policies, as well as the health, safety, and well-being of all students.

Professional development regarding the implementation of all disciplinary policies, as well as the health, safety and well being of students will be provided during the two weeks prior to the opening of school which has been scheduled for staff training.

## **HELLENIC CLASSICAL CHARTER SCHOOLS**

### **Grievance Policy**

**2022-2023**

Any individual or group may bring a complaint to the Board alleging a violation of Education Law Article 56, the charter, or any other provision of law relating to the management or operation of the school. An individual who (or a group that) has a complaint against school policy or another member of the school community should address the complaint in writing to the Principal. The Principal will respond to the complaint within 14 days. If the Principal's response does not resolve the complaint or if the complaint is about the Principal, the individual or group may file a complaint in writing, addressed to the Chair of the Board (at the School's address) or the Board's designee as may be appointed from time to time. Complaints shall be submitted to the Board at least one (1) week prior to a regular Board meeting at which time the complaint will be officially addressed. Complaints submitted less than one week prior to the next regular Board meeting will be addressed at the subsequent Board meeting. The Chair (or other designee appointed by the Board) will respond to such complaints in writing within 30 days.

Emergency issues will be dealt with on an as-needed basis, with the Board using reasonable efforts to respond at or prior to its next regular meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may order the Principal or another responsible party to investigate and/or act upon the complaint and submit a written report to the Board. The Board shall create a written response, with appropriate determinations, to every complaint submitted in writing to it.

If, after presentation of the complaint, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the New York City Department of Education's Charter School Accountability and Support Office (the "NYCDOE"), which will investigate and respond. If, after presentation of the complaint to the NYCDOE, the individual or group determines that the school has not adequately addressed the complaint, the complainant may present the case to the New York State Board of Regents, which will investigate and respond. The NYCDOE and the Board of Regents have the power and the duty to take remedial action as appropriate



**SI Health Monitoring & Screening**

We will engage in regular health monitoring and screening of students and staff to ensure that individuals who might be infected are appropriately quarantining and isolating to keep our students and staff safe. Parents/guardians of HCCS students (and students themselves) should monitor the students' health every morning prior to coming to school and students should stay home if they are experiencing any COVID-19 symptoms.

- HCCS will keep student and staff medical information confidential, in accordance with applicable law and/or guidance.
- Each school will have a health exclusion room for students who cannot be picked up immediately. Multiple students will only be in the same health exclusion room if they can be separated by at least 6 feet.
- Students and staff who test positive for COVID-19 will be asked to stay home for a period of at least 5 days or 24 hours after symptoms abate, whichever is later. Certain other requirements must be met before returning to school.
- Students and staff who have been exposed to COVID-19 should wear a mask for 10 days following the last date of exposure and should test on day 5 after exposure. If HCCS becomes aware the individual is not following testing recommendations, they may have to be excluded.
- If a student or staff member tests positive for COVID-19, HCCS staff will implement a communication protocol that will:
  - Inform relevant stakeholders, while taking measures to protect the privacy of students and staff members.
  - If a student tests positive for COVID-19, HCCS will notify any student identified as having been exposed to the infected individual so they may follow masking and testing procedures, as appropriate.
  - If a staff member tests positive for COVID-19, HCCS will notify any students that had been exposed to the staff member so they may follow masking and testing procedures, as appropriate.
- If another person in the same residence of a student or staff member is diagnosed with COVID-19, the student or staff member should wear a mask for 10 days following the last date of exposure, and test on day 5 after exposure. If HCCS becomes aware the individual is not following testing recommendations, they may have to be excluded.

### COVID-19 Testing Policy

- HCCS will make diagnostic COVID-19 testing available to any students or staff, regardless of vaccination status, if such student or staff has COVID-like symptoms or is asymptomatic but has been exposed to someone with COVID-19.

### COVID-19 Test to Return after School Break

All students and staff, regardless of vaccination status, may be required to submit a negative COVID-19 test result upon their return to school after an extended break. This requirement will be communicated to the student body and faculty as appropriate.

### COVID-19 Exposure and Return to School

- If a student/staff member is experiencing COVID-19-Like Symptoms, they must communicate with HCCS, stay home, and should contact their healthcare provider for testing and care, regardless of vaccination status.
  - Symptoms could include:
    - Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
    - New loss of taste or smell
    - Cough
    - Difficulty breathing
    - Shortness of breath
    - Headache
    - Chills
    - Sore throat
    - Congestion or runny nose
    - Muscle or body aches
    - Nausea or vomiting
    - Diarrhea
- Testing Positive for COVID-19
  - Any student/staff member who tests positive for COVID-19, lives with someone who tests positive for COVID-19, and/or has been exposed to anyone with COVID-19 is required to immediately follow these steps:
    - Communicate with HCCS.
    - Isolate or quarantine themselves per the policies below.
    - Follow the advice of their healthcare provider.

- Return to School

- If student/staff member has COVID-like symptoms, student/staff member must self-isolate until the below criteria have been met:

- A minimum of 5 calendar days have passed from the onset of symptoms (counting the day of symptom onset as Day 0, and the first full day after the day symptoms started as Day 1); AND

- The student or staff member has been fever-free for at least the 24 hours prior without the use of fever-reducing drugs; AND

- Overall illness has improved (there is no need to delay a return to school if the only remaining symptoms are loss of taste or smell); AND

- Continue wearing a mask through day 10.

- If student/staff member tests positive for COVID-19, student/staff member must self-isolate until the below criteria have been met:

- A minimum of 5 calendar days have passed from the onset of symptoms or date of test specimen collection (counting the day of symptom onset or the date of testing as Day 0, and the first full day after the day symptoms started or testing as Day 1); AND

- The student or staff member has been fever-free for at least the 24 hours prior without the use of fever-reducing drugs; AND

- Overall illness has improved; AND

- Continue wearing a mask through day 10.

- If student/staff member resides with any household member who has also tested positive for COVID-19, or is exposed to someone who has tested positive for COVID-19, student/staff member must appropriately wear a well-fitting face mask around others for 10 days after the last date of exposure, and test on day 5 after exposure. If HCCS becomes aware the individual is not following testing recommendations, they may have to be excluded from school.

### **COVID-19 Symptoms and Testing Negative for COVID-19**

- If a student/staff member has COVID-19 symptoms and tests negative for COVID-19, the student/staff member must self-isolate until the below criteria has been met:

- A minimum of 5 days has passed from the onset of symptoms; AND Either:

- The student/staff member obtains a health care provider's note indicating that their illness is not COVID-19 related or that they are fully recovered and able to return to the school;  
OR
- A minimum of 5 calendar days have passed from the onset of symptoms (counting the day of symptom onset as Day 0, and the first full day after the day symptoms started as Day 1);  
AND
- The student or staff member has been fever-free for at least the 24 hours prior without the use of fever-reducing drugs; AND
- Overall illness has improved (there is no need to delay a return to school if the only remaining symptoms are loss of taste or smell); AND
- Continue wearing a mask (KN95 or equivalent) through day 10.

**Application of Exposure and Self-Isolation Rules:**

- Staff member tests positive for COVID-19
  - o Who needs to self-isolate:
  - o Staff member who tested positive for COVID-19;
  - o Any HCCS students/staff members who have been exposed to the COVID-19 positive staff member and are experiencing symptoms of COVID-19.
- Who needs to mask for 10 days, and test on day 5 after exposure:
  - o Anyone exposed to the COVID-19 positive staff member.
- Student tests positive for COVID-19
  - o Who needs to self-isolate:
  - o Student who tests positive for COVID-19, regardless of vaccination status;

- o Any HCCS student/staff members who have been exposed to the COVID-19 positive student and are presenting possible symptoms of infection.

- Who needs to mask for 10 days, and test on day 5 after exposure:

- o Anyone exposed to the COVID-19 positive student.

Student/staff member has symptoms of COVID-19 but receives negative COVID-19 test result.

- o Who needs to self-isolate:

- o The student/staff member who has symptoms of COVID-19;

- Student/staff member was exposed to a COVID-19 positive individual

- o Who needs to self-isolate:

- Exclusion from school is not required unless the individual tests positive for COVID-19 or presents possible symptoms of infection. However, the individual must appropriately wear a well-fitting face mask (KN95 or equivalent) around others for 10 days after the last date of exposure, and test on day 5 after exposure. If HCCS becomes aware the individual is not following testing recommendations, they may have to be excluded.

### **COVID-19 Outbreak Response Policy**

Hellenic Classical Charter Schools will follow the procedures outlined below when handling COVID-19 outbreaks in the HCCS school buildings:

- In the event of a COVID-19 Outbreak in an HCCS school building, we will implement additional prevention strategies that may include:

- o Requirement to wear masks or respirators throughout the school day;

- o Improving ventilation (e.g., moving activities outdoors, opening windows and doors, using air filters);

- o Screening testing;

- o Case investigation and contact tracing; and/or

- o Suspending high-risk activities and/or large events.

## **Faculty Quarantine Policy**

- **If an Employee is Experiencing COVID-19-Like Symptoms**

- If a staff member is experiencing COVID-19-like symptoms, as defined by the CDC, that staff member must not report to work or be around any Hellenic Classical Charter School staff members or students. The staff member should follow the normal call-in procedures and request a Sick Day.
- Staff members should immediately contact their healthcare provider and arrange for COVID-19 testing.
- Symptoms could include:
  - Feeling feverish or a measured temperature greater than or equal to 100.0 degree Fahrenheit
  - Loss of taste or smell
  - Cough
  - Difficulty breathing
  - Shortness of breath
  - Headache
  - Chills
  - Sore throat
  - Shaking or exaggerated shivering
  - Significant muscle pain or ache
  - Diarrhea
- Individuals or a designated family member should communicate with their principal and follow the advice of their healthcare provider. The staff member may work remotely during this time, if able.

- **Testing Positive for COVID-19**

- Any staff member who tests positive for COVID-19, lives with someone who tests positive for COVID-19, and/or has been exposed to someone with COVID-19 is required to immediately follow these steps:
  - Communicate with their principal about their situation
  - Follow the exposure and self-isolation policies below
- Individuals or a designated family member should communicate with their principal and follow the advice of their healthcare provider. As with all health information, this information is treated as confidential. The staff member may work remotely during this time, if able.

- **When a Staff Member May Return to Work**

- Any individuals who themselves either: (a) have tested positive for COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to work until cleared by the COO and the principal and any of the below conditions have been met:

- In the case of an individual who was diagnosed with COVID-19, the individual may return to work when the following criteria are met:

- If the individual was symptomatic, a minimum of 5 calendar days have passed from the onset of symptoms, AND the individual has been fever-free for at least the past 24 hours without the use of fever-reducing medications, AND other symptoms are improving (loss of taste and smell need not delay the end of isolation).

- If the individual was asymptomatic, a minimum of 5 calendar days have passed since the positive test.

- In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to work until the individual has completed the same three-step set of criteria listed above.

- If the individual has symptoms that could be COVID-19 and wants to return to work before completing the above isolation period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) meet the return-to-work criteria for COVID-positive individuals.

- **Return to Work Policy After Direct Exposure to a Person with COVID-19**

- Individuals who have had direct exposure to someone with COVID-19 must appropriately wear a well-fitting face mask (KN95 or equivalent) around others for 10 days after the last date of exposure, and test on day 5 after exposure. If HCCS becomes aware the individual is not following masking or testing recommendations, they may have to be excluded.

**Return to Work after Isolation for Teachers and Staff**

- When returning to work after isolation, the individual must consistently and correctly wear a well-fitting face mask (KN95 or equivalent) through day 10.