



HCCS-PS

Family & Student Handbook

2024-2025



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Message from the HCCS Administration

Dear HCCS-PS Families,

On behalf of our entire Hellenic Classical Charter School community, I would like to welcome you to the 2024-2025 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,

HCCS Administration



HCCS Mission Statement & School Board Members

HCCS Mission Statement

The Hellenic Classical Charter School will provide 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

Harvey Newman, Secretary

Nikolaos Leonardos, Treasurer

Dean Angelakos, Board Member

Effie Lekas, Board Member

Nikiforos Matthews, Esq., Board Member

Spiros Moustakas, Esq., Board Member

Bianca Rajpersaud, Board Member

Grazia Svokos, Board Member

Dr. Liana Theodoratou, Board Member

Dr. Frank Macchiarola, Advisory Board Member (B.1941 D. 2012)

School Calendar – 2024-2025

2024	
Monday, September 2	School closed, Labor Day
Tuesday, September 3	PS - School supply drop off 9:30am – 3:00pm PS - 6 th Grade Virtual Orientation 1:30pm
Wednesday, September 4	PS - Pre-Kindergarten Orientation 9:30am - 10:30am PS - K-11 & K12 Orientation 12:00 – 1:00pm PS - Virtual Teacher Meet & Greets Times TBA – Grades 1 – 8
Thursday, September 5	PS & SI First Day of School – all students Pre-Kindergarten Hours 8:30am - 10:30am Kindergarten Hours 8:30am - 11:30am - full uniform
Friday, September 6	PS & SI Second Full Day of School – all students Pre-K 8:25am - 2:50pm Kindergarten Hours 8:00am - 3:30pm - full uniform
Monday, September 9	PS & SI Third Full Day of School – all students PS & SI – HCCS/YMCA After School Programs begin
Thursday & Friday, October 3 – 4	School Closed, Rosh Hashanah
Monday, October 14	School closed, Columbus Day/Italian Heritage Day/Indigenous Peoples' Day
Friday, November 1	School Closed, Diwali
Tuesday, November 5	Half-day instruction for students/Professional Development for staff
Monday, November 11	School Closed, Veteran's Day
Thursday, November 14	Half-day instruction for students, Parent Teacher Conferences
Wednesday, November 27	Half-day instruction for students
Thursday & Friday, November 28 - 29	School closed, Thanksgiving
Monday, December 23– Wednesday, January 1	School closed, Winter Recess
2025	
Thursday, January 2	Students return to school / Happy New Year!
Monday, January 20	School closed, Rev. Dr. M. Luther King, Jr. Day
Wednesday, January 29	School Closed, Lunar New Year
Monday, February 17 - Friday, February 21	School closed, Midwinter Recess
Thursday, March 13	Half-day instruction for students, Parent Teacher Conferences
Monday, March 31	School closed, Eid al-Fitr
Monday, April 14 – Friday, April 18	School closed, Spring Recess
Monday, May 26	School closed, Memorial Day
Thursday, June 5	School Closed, Eid
Friday, June 6	Half-day instruction for students/Professional Development for staff
Thursday, June 19	School closed, Juneteenth
Thursday, June 26	Last day of school for all students – half day



HCCS SCHOOL EVENTS 2024-2025

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

- * **PTA Dues Drive**
- * **Peace Tree** – Wednesday, September 11, 2024
- * **PTA Meeting** – Tuesday, September 24, 2024 @ 8:30 AM
- * **Constitution Day** – Friday, September 13, 2024
- * **Welcome Back- Curriculum Night (Grades 5-8)**- Tuesday, September 17, 2024
- * **Welcome Back - Curriculum Night (Pre-K - 4)** – Thursday, September 19, 2024
- * **Summer Enrichment Certificate Distribution** –Friday, September 20, 2024

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

- * **Meadow Farms Catalog Sale** - all month
- * **Student Government Campaign** – Tuesday, October 1, 2024
- * **Class Picture Day (Pre-K – 7 only)** – Monday, October 7, 2024
- * **Individual Picture Day (Pre- K – 7 only)** - Wednesday, October 9, 2024
- * **Principal for a Day** – Friday, October 11, 2024
- * **“Learn with me” Week** - Monday, 15, 2024 @ 5:00 PM
- * **Student Government Elections** – Friday, October 18, 2024
- * **Breast Cancer Awareness Month & Dress Down** - Friday, October 18, 2024
- * **Fun Run** - Saturday, October 19, 2024
- * **OXI Day (grades K-3 only)**– Friday, October 25, 2024
- * **Character Hat Day/ Pumpkin Patch Day/Magic Show** – Thursday, October 31, 2024

November (Respect for Traditions/Native Americans)

- * **PTA Scholastic Book Fair** –Tuesday, November 12 – Friday, November 15, 2024
- * **Student Government Induction Ceremony** – Tuesday, November 5, 2024
- * **Parent/Teacher Conferences** – Thursday, November 14, 2024
- * **8th Grade Senior Picture Day** – Tuesday, November 26, 2024
- * **PTA Meeting** – Tuesday, November 19, 2024 @ 8:30AM
- * **Science Fair Family Workshop** – Friday, November 22, 2024
- * **PS vs SI Spartan Classic** – Monday, November 25, 2024
- * **Thanksgiving Feasts (Pre-K & K) & Dress Down** - Wednesday, November 27, 2024

December (Respect for our Multicultural Society)

- * **Pre-K Open House**- Tuesday, December 3, 2024
- * **K – 8 Open House** – Thursday, December 5, 2024
- * **PTA Holiday Boutique** - Thursday, December 12 - Friday, December 13, 2024
- * **PTA Meeting** – Tuesday, December 17 @ 5:00 PM
- * **Picture Re-takes** - Wednesday, December 18, 2024
- * **Ugly Sweater Day** - Wednesday, December 18, 2024

- * **Pre-K Winterfest** – Wednesday, December 18, 2024
- * **Kindergarten Winterfest**- Wednesday, December 18, 2024
- * **Holiday Extravaganza Show** – Friday, December 20, 2024
- * **MS Holiday Breakfast & Dress Down** - Friday, December 20, 2024
- * **Winter Break/School Closed** – Monday, December 23, 2024 – Wednesday, January 1, 2025

January (Respect for the Disabled/Handicapped)

- * **Test Prep Begins** - Tuesday, January 7, 2025
- * **PTA Meeting** – Tuesday, January 7, 2025 @ 8:30AM
- * **Family Testing Meeting** – Wednesday, January 8, 2025 @ 9:00AM
- * **Eye on Education Vision Screening** – Wednesday, January 8, 2025
- * **Family Math Day (Grades K -2)**- Friday, January 10, 2025 @ 8:30AM
- * **Science Fair (Grades K -5)** - Thursday, January 23, 2025
- * **Science Fair (Grades 6-8)**- Friday, January 24, 2025
- * **VIP Reader Week** – Monday, January 27 - Friday, January 31, 2025

February (Respect Honoring Black History Month)

- * **Pre-K Open House**- Tuesday, February 4, 2025
- * **K – 8 Open House** - Thursday, February 6, 2025
- * **Mo Willems Day** – Thursday, February 6, 2025
- * **School Spirit/Jersey Day** – Friday, February 7, 2025
- * **International Greek Language Day**- Monday, January 10, 2025
- * **PTA Meeting** – Tuesday, February 11, 2025 @ 5:00 PM
- * **100th Day of School** – Thursday, February 13, 2025
- * **We Love Our School Day** – Friday, February 14, 2025
- * **2nd Grade Story Telling Contest** - Friday, February 14, 2025

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

- * **National Read Across America Day** – Monday, March 3, 2025
- * **Open House** – Thursday, March 6, 2025
- * **Scholastic Bookfair** - Monday, March 10 - Friday, March 14, 2025
- * **PTA Meeting** – Tuesday, March 11, 2025 @ 8:30AM
- * **Parent/Teacher Conferences** – Thursday, March 13, 2025
- * **Pi Day/Math Olympiad** – Friday, March 14, 2025
- * **St. Patrick’s Day**- Monday, March 17, 2025
- * **Greek Independence Day Show (Grades K -5)** – Friday, March 21, 2025 @ 9:30 AM
- * **Greek Independence Day Parade** – Sunday, March 30, 2025

April (Respect Honoring Our Earth/Earth Day)

- * **Park Slope Lottery** – Friday, April 4, 2025
- * **Family Chess Day (Grade 1)** – TBD
- * **PTA Meeting** – Tuesday, April 8, 2025 @ 5:00 PM
- * **National Junior Honor Society** – Wednesday, April 9, 2025

- * **PTA Snack Sale**- Wednesday, April 17, 2024
- * **Earth Day Celebration** – Tuesday, April 22, 2025
- * **Poem in your Pocket Day** – Tuesday, April 29, 2025
- * **NYS ELA Exam** – Wednesday, April 30 – Thursday, May 1, 2025

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

- * **Multicultural Day (Grades K -5)** –
- * **NYS Math Exam** - Wednesday, May 7 – Thursday, May 8, 2025
- * **Plant Sale** – Wednesday, May 7 – Friday, May 9, 2025
- * **Spring Concert** – Thursday, May 22, 2025 @ 2:00 PM
- * **PTA Meeting**- Tuesday, May 13 @ 8:30 AM
- * **7th Grade Ring Day Celebration** – Thursday, May 22, 2025
- * **College & Career Day (Grades Pre-K-8)**- Friday, May 23, 2025
- * **Ancient Greek Theater Performance** – Thursday, May 29, 2025

June (Juneteenth & Respect Honoring the Elderly)

- * **HCCS Field Day (Grades Pre-K - 4)** – TBD
- * **Art Showcase** - TBD
- * **PTA Meeting** – Tuesday, June 10, 2025 @ 5:00PM
- * **American Revolution Play (Grade 4)** - Friday, June 6, 2025
- * **Pre-K Stepping Up** – Thursday, June 12, 2025
- * **Senior Dinner (Grade 8)** - Thursday, June 12, 2025
- * **5th Grade Social** – Friday, June 13, 2025
- * **Senior Lunch** – Monday, June 16, 2025
- * **Senior Awards Breakfast (Grade 8)** – Tuesday, June 17, 2025
- * **Kindergarten Graduation** – Wednesday, June 18, 2025
- * **8th Grade Graduation** – Wednesday, January 25, 2025
- * **Last Day of School & Talent Show (Grades K - 5)** – Thursday, June 26, 2025



Family Handbook Overview Policies & Procedures

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 1st through 4th will report directly to the cafeteria.
- Students in grades 5 – 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 5th 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 19th 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) 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. Please submit a formal letter to the principal, Mrs. Caban.

Parent Contact Information (Blue Card)

Please ensure that all information on the “Blue Card”, which is 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 , to ensure you receive all electronic correspondence. Also, please make sure to check the school’s website at 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 (OSCNS). Our best practice is to share the school food menu monthly with families. Please note, any discrepancies between meals served and meals indicated on the menu are out of HCCS’s control.

Breakfast & Lunch Times

Breakfast is available for all students beginning at 7:45am. Pre-K students will be offered beginning at 8:15am 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.

Birthday Celebrations

Here are some helpful school-wide guidelines for families:

- **ALL** students can dress down for their birthday! If your child's birthday falls on a weekend or holiday, they can dress down on the Friday before or Monday after your child's birthday.
- **ONLY** individually pre-packaged drinks and single serve, prepackaged chips or baked goods are allowed. **Please, no birthday cakes or balloons will be allowed.**
- **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.
- **NEW: siblings will not be allowed to attend classroom birthday celebrations, regardless of the birthday child's grade.** Please note, families cannot sign out siblings from school to attend a classroom celebration during instructional class time.

Classroom Birthday Party Guidelines by grade:

Pre-K:

- Parents/guardians of Pre-K students may join in the festivities.
- Classroom celebrations can begin at **2:00pm**
- Food items such as cupcakes, cookies, snack-bag chips & pizza are permitted.
- All food items (cupcakes, cookies, goody bags, etc.) must be **NUT FREE** and clearly state **SCHOOL SAFE**.

Kindergarten:

- Parents/guardians of kindergarten students may join in the festivities.
- Classroom celebrations can begin at **3:00pm**.
- Food items such as cupcakes, cookies, snack-bag chips & pizza are permitted.
- All food items (cupcakes, cookies, goody bags, etc.) must be **NUT FREE** and clearly state **SCHOOL SAFE**.

Grades 1 - 4:

- Classroom celebrations will take place beginning at **3:00 pm** for grades 1- 4.
- Food items such as cupcakes, cookies & snack-bag chips are permitted.
- All food items (cupcakes, cookies, goody bags, etc.) must be **NUT FREE** and clearly state **SCHOOL SAFE**.
- Families will **NOT** be able to join in classroom festivities.
- **Warm/Hot food items will no longer be permitted at any time during the school day (ex: pizza, happy meals, etc.).**

Grades 5 - 8 PS/ Grades 5 -6 SI:

- Classroom celebrations are not permitted.
- Students are allowed to bring light snacks and/or goodie bags to distribute during their lunch periods.
- All food items (cupcakes, cookies, goody bags, etc.) must be **NUT FREE** and clearly state **SCHOOL SAFE**.
- Families will **NOT** be able to join in classroom festivities.

- **Warm/Hot food items will no longer be permitted at any time during the school day (ex: pizza, happy meals, etc.).**

Please note Birthday Invitations:

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. Furthermore, please do 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).

Library Time

Students will have limited or no access to visit the school library. However, we 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.

Electronic Devices, Jewelry & Eyeglasses

All non-educational electronic devices (i.e. cell phones, tablets, iPods, PSPs, smart watches, flash drives) are **NOT** allowed on school premises. **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.**



Family Handbook Overview Policies & Procedures

Student Cell-Phone Policy

Students in grades 5- 8 will be mandated to submit their cell phones and/or iWatch to their individual classroom/homeroom teachers.

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.

Health, Severe Allergies & Safety Best Practices

At HCCS, our most important concern is to ensure the health and safety of everyone in our schools – our children, our staff and our families. Our goal is to keep our entire HCCS community safe. To increase the safety and well-being of all students, Hellenic Classical Charter Schools has implemented a “Nut-Free Zone” in all classrooms and in the cafeteria. This “Nut-Free Zone” should be adhered to by all members of our school community. A “Nut-Free Zone” prohibits any person from eating and/or taking out products that contain tree nuts or nuts. Students and staff members with certain allergies should continue to be cautious, as they have been in the past. Please be advised that “Teacher Only Areas” will not be designated a “Nut-Free Zone” and signage will be posted outside these areas.

We are a New York State authorized charter school and adhere to the regulations set forth in the NYS Department of Health and NYS Education Department as incorporated here:
https://www.health.ny.gov/professionals/protocols_and_guidelines/docs/caring_for_students_with_life_threatening_allergies.pdf

Discipline Code/Grievance Policy

To ensure that an environment is created where teaching and learning can flourish, Hellenic Classical Charter Schools-Statens Island 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.

Student Threats: Please be advised that in the event the school finds a student threatened or engaged in physical harm on another student, violence toward the school or self-harm, the school within its sole discretion and judgment may temporarily remove the student from school property

until it receives a note from a medical provider stating the student no longer poses a threat to themselves or others.

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 in Appendix A.

Safety Drills

The safety of our students, faculty and school community is of utmost importance at HCCS. We routinely practice safety drills with our students including fire drills, lockdown drills, etc. We encourage families to have detailed conversations with their children that these drills are practice drills and are important so everyone knows how to be safe! Please visit our website for our detailed safety plan.

Inclement Weather

When severe weather creates hazardous conditions, the regular school schedule may be suspended to ensure students' safety. 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 6:00 am, the decision is announced on the 311 information line, on the Department of Education'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 9th Street, between 5th & 6th Avenues



Student Absence & Lateness Policy

September 2024

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.



Family Handbook Overview Policies & Procedures

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**

No sandals, open-back shoes, flip flops and/or crocs are permitted

****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.



Family Handbook Overview Policies & Procedures

HCCS Dress Down Days

October

- October 18th Breast Cancer Awareness - wear pink or white tops & jeans
- October 28th OXI Day - wear blue or white tops & jeans
- October 31st Halloween - wear orange, purple or black tops & jeans

November

- November 5th Half-day - Election Day – regular dress down day
- November 14th Half day – dress down - World Diabetes Day – wear blue tops & jeans
- November 27th Thanksgiving - wear orange or brown tops & jeans

December

- December 18th Ugly Sweater Day
- December 20th Winter break – wear red, green, blue or white tops & jeans

January

- January 17th Martin Luther King Jr. Day – wear yellow, red or black tops & jeans
- January 28th Lunar New Year – wear red

February

- February 7th Superbowl – jersey day
- February 10th Greek Language Day – wear blue or white tops & jeans
- February 11th Mo Willems Day (K – 1) – wear grey, pink or white tops & jeans
- February 13th 100th Day of School (Kindergarten only)
- February 14th Valentine’s Day – wear red, pink or white tops & jeans
- February BLACK History Day - wear black, red, green or yellow tops & jeans

March

- March 13th Half-day - PTC – half day - dress down day
- March 17th St. Patrick’s Day – wear green tops & jeans
- March 25th Greek Independence Day – wear blue or white tops & jeans

April

- April 2nd Autism Awareness Day – wear blue tops & jeans
- April 11th Spring Break – regular dress down day
- April 22nd Earth Day – wear brown, blue or green tops & jeans

May

- May 2nd Multicultural Day – dress in the colors of your family’s heritage
- May 5th Cinco de Mayo – wear red, green or white tops & jeans

June

- June 6th Half-day – regular dress down day
- June 18th Juneteenth – wear black, red, green or yellow tops & jeans
- June 23rd - 26th Last week of school – regular dress down days

No sandals, open-back shoes, flip flops and/or crocs are permitted on dress-down days



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.

Parent Volunteers

Our parents 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 Lineras. Below are a few events where we welcome parent volunteers:

- *snack sales
- * Mother’s Day Plant Sale
- * Art Exhibitions
- * Fall & Spring Scholastics Book Sales
- * Middle School Dances
- * and more!
- * Pumpkin Patch
- * Movie Nights

<u>PTA Executive Board</u>	
2024-2025	
President	Joanna Pristouris
Vice President	Barbara Palleja
Corresponding Secretary	Stephanie Ray Soto Alatsis
Recording Secretary	Martiza Stewart
Treasurer	Christopher Linares

- | |
|--|
| <p>PTA Meeting Dates</p> <p><i>(All dates- tentative & subject to change)</i></p> <ul style="list-style-type: none"> • September 24, 2024 at 8:30am • October 15, 2024 at 5:00pm • November 19, 2024 at 8:30am • December 17, 2024 at 5:00pm • January 7, 2025 at 8:30am • February 11, 2025 at 5:00pm • March 11, 2025 at 8:30am • April 18, 2025 at 5:00pm • May 13, 2025 at 8:30am • June 10, 2025 at 5:00pm |
|--|

HCCS

Curriculum, Learning Standards, Assessments

K - 8th



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 & 5 -ELA and Math</i> <i>Grade 4- ELA, Math & Science</i>
6 , 7, 8	95%	At grade level performance (Level 2-4)	<i>Grade 6 & 7 – ELA and Math</i> <i>Grade 8 – ELA, Math & Science</i>



Academic Performance, Grading & Promotional Criteria - Grades K -8

HCCS Homework Policy K -8

Homework 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.

<u>MINIMUM TIME ALLOTMENTS</u>		
<u>GRADE</u>	<u>FREQUENCY</u>	<u>MINIMUM DAILY TOTAL</u>
Kindergarten	Daily	15-25 minutes
1 st – 2 nd	Daily	25- 35 minutes
3 rd – 4 th	Daily	35 -50 minutes
5 th – 6 th	Daily	50 – 90 minutes
7 th	Daily	120 minutes
8 th	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
2024-2025**

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

Progress Report # 1 – October 18, 2024

Progress Report # 2 – January 24, 2025

Progress Report # 3- May 23, 2025

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

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

Progress Report # 1 – October 18, 2024

Progress Report # 2 – February 14, 2025

Progress Report # 3- May 23, 2025

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

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

Report Card # 1 – November 14, 2024

Report Card # 2 – March 13, 2025

Report Card # 3 – June 26, 2025

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

Report Card # 1 – November 14, 2024

Report Card # 2 – January 10, 2025

Report Card # 3 – March 13, 2025

Report Card # 4 – June 26, 2025

Parent/Teacher Conferences Pre-K - 8 2024-2025

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 Pre-K – 8

*Dismissal is at 10:45 AM for Pre-K	*Dismissal is at 11:00 AM for Kindergarten	*Dismissal is at 11:10 AM for Grades 1-8
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Elementary (Pre-K -5)

Pre-K	Afternoon Session: 12:00 PM – 3:30 PM	Evening Session: 5:00 PM – 6:00 PM
Grade K:	Afternoon Session: 12:30 PM – 3:30 PM	Evening Session: 5:00 PM – 7:30 PM
Grades 1- 5	Afternoon Session: 12:30 PM – 3:30 PM	Evening Session: 5:00 PM – 7:30 PM

Fall

Report Card # 1 – distributed to parents/guardians on **Thursday, November 14, 2024.**

Spring

Report Card # 2 – distributed to parents/guardians on **Thursday, March 13, 2025.**

Final **

Report Card # 3 – distributed to students on **Thursday, June 26, 2025.**

Middle School (6-8)

Grades 6-8	Afternoon Session: 12:30 PM – 3:30 PM	Evening Session: 5:00 PM – 7:30 PM
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Fall

Report Card # 1 – distributed to parents/guardians on **Thursday, November 14, 2024.**

Winter

Report Card # 2 – mailed home to parents/guardians on **Friday, January 10, 2025.**

Spring

Report Card # 3 – distributed to parents/guardians on **Thursday, March 13, 2025.**










Final **

Report Card # 4 – distributed to students on **Thursday, June 26, 2025.**

**** 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.



HONOR ROLL

Arista & Principal's List Criteria

Sixth, Seventh & Eighth Grade

ARISTA

- ❖ *95 – 100% 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: service to our school and service to the community

PRINCIPAL'S LIST

- ❖ *85% - 94% average in **all** of the major and minor subjects*
- ❖ *Exemplary or satisfactory conduct (no record of needing disciplinary action)*
- ❖ *Exemplary attendance*
(no unexcused absences/95 % attendance rate/no chronic lateness)
- ❖ *Community Service: service to our school and service to the community*

MAJOR SUBJECTS

ELA, Math, Science and History

MINOR SUBJECTS

Greek, Latin, Music, Art, Gym, etc.



Hellenic Classical Charter Schools

Benchmark Independent Reading Levels and Marking Period Assessments

September	November	January	March	June
<u>Kindergarten</u> Emergent Story books Shared Reading	<u>Kindergarten</u> Emergent Story books Shared Reading Early Emergent	<u>Kindergarten</u> 4=C 3= A (Independent)/ B 2= A (Instructional) 1= Early Emergent	<u>Kindergarten</u> 4=D or above 3=B/C 2=A 1=Early Emergent	<u>Kindergarten</u> 4=E or above 3=D 2=C 1=B or below
<u>Grade 1:</u> 4= F or above 3= D/E 2=C 1=B or below	<u>Grade 1:</u> 4= H or above 3=F/G 2=D/E 1=C or below	<u>Grade 1:</u> 4=I or above 3=G/H 2=E/F 1=D or below	<u>Grade 1:</u> 4=K or above 3=H/I/J 2=F/G 1=E or below	<u>Grade 1:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below
<u>Grade 2:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below	<u>Grade 2:</u> 4=M or above 3=J/K/L 2=H/I 1=G or below	<u>Grade 2:</u> 4=M or above 3=K/L 2=I/J 1=H or below	<u>Grade 2:</u> 4=N or above 3=L/M 2=J/K 1=I or below	<u>Grade 2:</u> 4=N or above 3=M 2=K/L 1=J or below
<u>Grade 3:</u> 4=N or above 3=P 2=O 1=N or below	<u>Grade 3:</u> 4=O or above 3=N 2=L/M 1=K or below	<u>Grade 3:</u> 4=P or above 3=O 2=M/N 1=L or below	<u>Grade 3:</u> 4=P or above 3=O 2=N 1=M or below	<u>Grade 3:</u> 4=Q or above 3=P 2=O 1=N or below
<u>Grade 4:</u> 4=Q or above 3=P 2=O 1=N or below	<u>Grade 4:</u> 4=S or above 3=Q/R 2=O/P 1=N or below	<u>Grade 4:</u> 4=S or above 3=Q/R 2=P 1=O or below	<u>Grade 4:</u> 4=T or above 3=R/S 2=P/Q 1=O or below	<u>Grade 4:</u> 4=T or above 3=S 2=Q/R 1=P or below
<u>Grade 5:</u> 4=T or above 3=S 2=Q/R 1=P or below	<u>Grade 5:</u> 4=U or above 3=T 2=R/S 1=Q or below	<u>Grade 5:</u> 4=V or above 3=T/U 2=S 1=R or below	<u>Grade 5:</u> 4=V or above 3=U 2=S/T 1=R or below	<u>Grade 5:</u> 4=W* or above 3=U/V 2=T 1=S or below
<u>Grade 6:</u> 4= W or above 3=U/V 2=T 1=S or below	<u>Grade 6:</u> 4=W or above 3=W/X 2=V 1=U or below	<u>Grade 6:</u> 4=X or above 3=V/W 2=U 1=T or below	<u>Grade 6:</u> 4= X or above 3= W 2=U/V 1=T or below	<u>Grade 6:</u> 4= Y or above 3=W/X 2=V 1=U or below
<u>Grade 7:</u> 4= Y or above 3=W/X 2=V 1=U or below	<u>Grade 7:</u> 4=Y or above 3=W/X 2=V 1=U or above	<u>Grade 7:</u> 4=Y or above 3=X 2=V/W 1=U or below	<u>Grade 7:</u> 4=Z or above 3=X/Y 2=V/W 1=U or below	<u>Grade 7:</u> 4=Z or above 3=Y 2=W/X 1=V or below
<u>Grade 8:</u> 4=Z or above 3=Y 2=W/X 1=V or below	<u>Grade 8:</u> 4=Z+ 3=Y/Z 2=W/X 1=V or below	<u>Grade 8:</u> 4=Z+ 3=Z 2=X/Y 1=W or below	<u>Grade 8:</u> 4=Z+ 3=Z 2=X/Y 1=W or below	<u>Grade 8:</u> 4=Z+ 3=Z 2=X/Y 1=W or below

Common Core Math Fluencies

(I can do these quickly and without error)

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

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

The Eight Mathematical Practices

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



**Elementary & Intermediate Level
State Testing Calendar
2024-2025**

State ELA Test- Grades 3 – 8

Wednesday, April 30 – Thursday, May 1, 2025

State Math Test- Grades 3 - 8

Wednesday, May 7 – Thursday, May 8, 2025

NYSESLAT Assessment – Grade K – 8

Monday, April 21 – Friday, May 23, 2025
(selected students)

State Science Written Test- Grade 5 & 8

Wednesday, May 14, 2025

Regents Week – Grade 8 (only)

*** Algebra I Regents** – Wednesday, June 18, 2025 @ 1:15PM

***Greek LOTE Regents** – Monday, June 23, 2025 @ 9:15AM

*Computer- Based Testing – Grades 4, 5, 6 & 8

*Paper-Based Testing – Grades 3 & 7

Reading Curriculum Maps
HCCS Grades K-2
2024-2025

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time Line	Sept/Oct	Nov/Dec	Jan/Feb	Mar/Apr	May/June
K	We Are Readers	Sharing Reading	Super Powers: Reading with Phonics and Sight Power	Boosting Reading Power	Giving the Gift of Reading
First Grade	Building Good Reading Habits	Word Detectives Use All They Know To Solve Words	Learning About The World: Reading Nonfiction	Readers Have Big Jobs To Do: Fluency, Phonics and Comprehension	Meeting Characters and Learning Lessons
Second Grade	Becoming a Big Kid Reader	Becoming Experts: Reading Nonfiction	Tackling Longer Words and Longer Books	Stepping into the World of the Story	Growing Knowledge Together

Reading Curriculum Maps
HCCS Grades 3 - 5
2024-2025

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov/Dec	Jan	Feb/Mar	Mar/Apr	May	June
Third Grade	Building a Reading Life (9/12-10/25)	Reading to Learn (10/28-12/23)	Mystery: Foundational Skills in Disguise (1/2-1/30)	Character Studies (2/3- 3/21)	Test Prep (3/24- 4/30)	Research Clubs	Mini Fairy Tales Unit
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Dec/Jan	Jan/Feb/Mar	Mar/Apr	May	May/June
Fourth Grade	Up the Ladder- Reading Fiction (9/9- 10/18)	Up the Ladder Nonfiction (10/21-11/26)	Interpreting Characters (12/2-1/24)	Reading the Weather, Reading the World (1/27-3/14) Poetry (3/17- 3/21)	Test Prep (3/24- 4/30)	Researching History (5/5- 5/16)	Historical Fiction Book Clubs (5/19-6/26))
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	September	Oct/Nov	Dec/Jan	Jan/Feb	Mar/Apr	May/June	June
Fifth Grade	Interpretation Book Clubs- Start with Bend 0. (9/9- 10/18)	Tackling Complexity (10/21-11/26)	Fantasy Book Clubs: The Magic of themes and Symbols (12/2-1/24)	Argument and Advocacy: Researching Debatable Issues (1/27- 3/21)	Test Prep (3/24- 4/30)	Reading in the Content Areas: The Civil Rights movement and the Continuous Fight for Equality (5/1-6/13)	Mini Graphic Novel Unit (6/16-6/26)

Reading Curriculum Maps
HCCS Grades 6 -8
2024-2025

	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	May/June
6th Grade	Getting Back into a Reading Life. (9/9- 9/20) A Deep Study of Character (9/23-10/30)	Tapping the Power of Nonfiction Bend I and II (11/4-12/6)	Social Issue Book Clubs (12/9-1/24)	Tapping the Power of Nonfiction Bend III (1/27-2/14)	Poetry and Books in Verse (2/24-3/21)	Test Prep (3/24-4/30)	Fantasy (5/5-6/26)
	Sept/Oct	Nov/Dec	Jan	Feb	Mar	Mar/Apr	May/June
7th Grade	Getting Back into a Reading Life. (9/9-9/13) Social Issues Book Clubs (9/16-10/30)	Tapping the Power of Non-fiction (11/6-12/23)	Investigating Characterization (1/2-1/31)	Essential Research for Teens (Bend I only) (2/3-2/28)	Poetry (3/3-3/21)	Test Prep (3/24-4/30)	Historical Fiction (5/5-6/26)
	Sept	Sept/Oct	Nov/Dec	Jan/Feb	Mar	Apr/May	June
8th Grade	Getting Back into a Reading Life. (9/9- 9/20)	Dystopian Book Clubs (9/23-10/30)	Literary Nonfiction (11/4-12/23)	Essential Research (1/2- 2/14)	Critical Literacy (2/24-3/21)	Test Prep (3/24-4/30)	Contemporary Classics (5/5-6/26)

Writing Curriculum Maps
HCCS Grades K-2
2024-2025

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time Line	Sept/Oct	Nov/Dec	Jan/Feb	Mar/Apr	May/June
K	Launching the Writing Workshop	Show and Tell: From Labels to Pattern Books	Writing For Readers: Writing True Readable Stories	How-To Books: Writing to Teach Others	Persuasive Writing of All Kinds: Using Words to Make a Change
First Grade	Small Moments: Writing with Focus, Detail and Dialogue	How-To Books: Writing to Teach Others	Topic Books	Writing Reviews	From Scenes to Series Writing Fiction
Second Grade	Making Small Moments Big	Chapter Books: Writing Nonfiction from the Heart	Finding Awesome Everywhere: Celebrating through Opinion Writing	Poetry: Big Thoughts in Small Packages	Writing Research-Based Nonfiction

Writing Curriculum Maps
HCCS Grades 3-5
2024-2025

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept./Oct	Oct./Nov/Dec	Jan	Feb/Mar	March/Apr	May	June
Third Grade	The Art of Information Writing	Changing the World: Persuasive Speeches, Petitions and Editorials	Crafting True Stories	Baby Literary Essay	Test Prep	Writing About Research	Once Upon a Time: Adapting and Writing Fairy Tales
Fourth Grade	Spinning True Stories	The Personal and Persuasive Essay: “Boxes and Bullets” and Argument Structures For Essay Writing	The Literary Essay: Writing About Fiction	Up the Ladder Informational Writing/ Discipline Writing	Poetry	Test Prep	Arc of Story
Fifth Grade	Turning Life into Literature	Journalism	Literary Essay: Opening Texts and Seeing More	The Research-Based Argument Essay	Test Prep	Lens of History: Research Reports	Graphic Novel Writing

Writing Curriculum Maps
HCCS Grades 6 -8
2024-2025

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept	Oct/Nov	Nov/ Dec	Jan/Feb	March	April/May	June
Sixth Grade	Restarting a Writing Life	Personal Narrative: Crafting Powerful Life Stories	Research Based Information Writing	The Literary Essay: From Characters to Compare/Contrast	Podcast Writing: Activism Poetry	Test Prep	Graphic Novels: Writing in Pictures
	Sept.	Oct/Nov	Nov/ Dec	Jan/Feb	March	April/May	June
Seventh Grade	Restarting a Writing Life	Realistic Fiction: Symbolism, Syntax and Truth	Research based information writing (Feature Articles)	Literary Essays	Research Papers Poetry	Test Prep	Historical Fiction Writing
	Sept.	Oct/Nov	Nov/ Dec	Jan/Feb	March	April/May	June
Eight Grade	Restarting a Writing Life	Thematic Literary Essay	Memoir	Position Papers	Literary Essay: Author's Craft and Comparative	Test Prep	Notebooks to projects/ Passion Projects



**HCCS Open House Dates
2024-2025**

Pre-K

Kindergarten – 8th Grade

Tuesday, December 3, 2024 <i>Pre-K Open House: 5:30 PM – 6:30 PM</i> ----- Tuesday, February 4, 2025 <i>Pre-K Open House: 5:30 PM – 6:30 PM</i>	Thursday, December 5, 2024 <i>Grades K – 8 Open House: 5:30 PM- 7:00 PM</i> ----- Thursday, February 6, 2025 <i>Grades K – 8 Open House: 5:30 PM- 7:00 PM</i> ----- Thursday, March 6, 2025 <i>Grades K – 8 Open House: 5:30 PM- 7:00 PM</i>
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Deadline for Applications for school year 2025-2026:

Tuesday, April 1, 2025

Applications for siblings and new students for the 2025-2026 school year will be available in **December in the main office and also on our school’s website.

Tentative Lottery date for school year 2025-2026:

Friday, April 4, 2025

HELLENIC CLASSICAL CHARTER SCHOOL
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 SCHOOL

Discipline Addendum

II.B.6.b. Code of Conduct/Discipline Policy

The following is the HCCS Code of Conduct

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 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 principal or Board of Trustees determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. **Such student may be subject to any of the disciplinary measures set forth in Part D of this Code. Depending on the severity of the infraction, a long-term suspension 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 will be provided by telephone as well. 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 or 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 of this code. Depending on the severity of the infraction, a referral to law enforcement authorities may be made, and/or expulsion imposed.**

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 inform the student verbally 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 notify the student's parent(s) or guardian(s) immediately 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(es). 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 hear and determine the proceeding personally 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 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 whoever 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 enrolls in like manner as a suspended student until the student enrolls in enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will 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 student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for his 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 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. HCCS 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.

HCCS 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 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 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.

HCCS 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 student with a disability, 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.

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

HELLENIC CLASSICAL CHARTER SCHOOL

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