



HELLENIC CLASSICAL CHARTER SCHOOL PARK SLOPE

PARENT & STUDENT HANDBOOK

2019-2020



Message from the Superintendent

Dear HCCS Families,

On behalf of our entire Hellenic Classical Charter School community, I would like to welcome you to the 2019-2020 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 Parent & 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.

Sincerely,

Christina Tettonis
Superintendent



Parent Handbook Overview

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, Chairman

Harvey Newman, Secretary

Nikolaos Leonardos, Treasurer

Dean Angelakos, Board Member

Dr. Liana Theodoratou, Board Member

Effie Lekas, Board Member

Nikiforos Matthews, Board Member

Grazia Svokos, Board Member

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



School Calendar 2019-2020

2019

Wednesday, August 28	All Staff returns – 8:30 am
Monday, September 2	School Closed for Labor Day
Wednesday, September 4	Kindergarten Orientation- 9:30 am Pre-Kindergarten Orientation –12:00 pm 6 th Grade Orientation – 2:00 pm
Thursday, September 5	First Day of School – all students Pre-Kindergarten Dismissal -10:30 am Kindergarten Dismissal - 11:30 am
Friday, September 6	Second Day of School – all students Pre-Kindergarten Dismissal -11:30 am Kindergarten Dismissal - 3:30 pm
Monday, September 30 & Tuesday, October 1	School Closed for Rosh Hashanah
Wednesday, October 9	School Closed for Yom Kippur
Monday, October 14	School Closed for Columbus Day
Tuesday, November 5	Half-Day of School for students Professional Development for staff
Monday, November 11	School Closed for Veterans Day
Thursday, November 28 & Friday, November 29	School Closed for Thanksgiving
Friday, December 20	Half-Day of School for students
Monday, December 23 – Wednesday, January 1	School Closed for Winter Recess

2020

Thursday, January 2	Students return to school
Monday, January 20	School Closed for Dr. M. Luther King, Jr. Day
Monday, February 17 - Friday, February 21	School Closed for Midwinter Recess
Thursday, April 9 – Friday, April 17	School Closed for Spring Recess
Monday, May 25	School Closed for Memorial Day
Thursday, June 4	Half-Day of School for students Professional Development for staff
Friday, June 26	Last day of school for all students



HCCS SCHOOL EVENTS 2019-2020

September

- * **Book of the Month Kick-Off** – Monday, September 9, 2019
- * **Peace Tree** – Wednesday, September 11, 2019
- * **Constitution Day** – Friday, September 20, 2019
- * **Summer Reading Certificate Distribution** – Friday, September 20, 2019
- * **Parent Curriculum Night (Grades Pre-K- 4)** - Tuesday, September 17, 2019
- * **Parent Curriculum Night (Grades 5 – 8)** – Thursday, September 19, 2019
- * **Student Individual Picture Day** (grades Pre-K -7 only) – Wednesday, September 25, 2019
- * **Student Government Elections (Middle School)** – Friday, September 27, 2019
- * **Ragamuffin Parade** – Saturday, September 28, 2019

October

- * **Student Government Induction Ceremony** – Friday, October 4, 2019
- * **Class Picture Day (grades Pre K – 7 only)** – Monday, October 7, 2019
- * **Principal for a Day** – Friday, October 18, 2019
- * **Middle School Fall Dance** – Friday, October 18, 2019
- * **Parent Classroom Visits** – Tuesday, October 15 – Tuesday, October 22, 2019
- * **OXI Day (grades K-5 only)** – Friday, October 25, 2019
- * **Character Hat Day/ Pumpkin Patch Day/Magic Show** – October 31, 2019
- * **Community Service Kick -Off** – TBD

November

- * **PTA Scholastic Book Fair** – Monday, November 4 – Friday, November 8, 2019
- * **Parent/Teacher Conferences** – Thursday, November 7, 2019
- * **Middle School Spelling Bee** – Friday, November 8, 2019
- * **8th Grade Senior Picture Day** – Friday, November 22, 2019
- * **City Food Drive** – TBD

December

- * **Pre-K Open House** - Tuesday, December 3, 2019
- * **K – 8 Open House** – Thursday, December 5, 2019
- * **PTA Holiday Boutique** – TBD
- * **Holiday Extravaganza Show** – Friday, December 20, 2019

January

- * **Geography Bee-** TBD
- * **Science Fair (Grades K -5)-** Thursday, January 23, 2020
- * **Science Fair (Grades 6-8)-** Friday, January 24, 2020
- * **VIP Reader Week** – Tuesday, January 28 – Friday, January 31, 2019

February (Black History Month)

- * **Pre-K Open House-** Monday, February 3, 2020
- * **Open House -** Wednesday, February 5, 2020
- * **Middle School Dance-** Friday, February 7, 2020
- * **100th Day of School & We Love Our School Day** – Friday, February 14, 2020
- * **2nd Grade Story Telling Contest-** Friday, February 14, 2020
- * **Dr. Seuss Crazy Hair & Wacky Socks Day** – Friday, February 28, 2020

March (Women's History Month)

- * **Dr. Seuss Pajama Day/Green Eggs & Ham** (Kindergarten) – Monday, March 2, 2020
- * **Open House** – Wednesday, March 4, 2020
- * **Parent/Teacher Conferences** – Thursday, March 12, 2020
- * **Pi Day** – Friday, March 13, 2020
- * **Greek Independence Day Show (Grades K -2 & dance troupe)** – Friday, March 20, 2020
- * **Greek Independence Day Parade** – TBA

April

- * **Family Math Day (Grades K -2)-** Wednesday, April 1, 2020
- * **Poem in your Pocket Day** – Friday, April 24, 2020
- * **Earth Day Celebration** – Tuesday, April 28, 2020

May

- * **Parent Chess Day (1st grade)-** Friday, May 1, 2020
- * **National Honor Society Ceremony** – Thursday, May 7, 2020
- * **Ring Day Celebration-** Friday, May 8, 2020
- * **PTA Plant Sale-** Thursday, May 7 – Friday, May 8, 2020
- * **Multi-Cultural Day (Grades K -5)** – Friday, May 15, 2020
- * **College & Career Day (Grades Pre-K-8)-** Friday, May 22, 2020
- * **Ancient Greek Theatre Performance** – Thursday, May 28, 2020

June

- * **HCCS Field Day (Grades Pre-K – 4)-** Friday, June 5, 2020
- * **HCCS Field Day (Grades 5-8)** – Thursday, June 11, 2020
- * **Senior Dinner (Grade 8)-** Monday, June 15, 2020
- * **Senior Breakfast(Grade 8)** – Tuesday, June 16, 2020
- * **Pre-K Stepping Up** – Wednesday, June 17, 2020
- * **Kindergarten Graduation** – Friday, June 19, 2020
- * **8th Grade Graduation** – Tuesday, June 23, 2020
- * **Talent Show (Grades K - 5)** – Thursday, June 25, 2020



Parent 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 - 3:30 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 7:30 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 7:35 am and will be served until 7:50 am. Drop-off for students should NOT arrive earlier than 7:30 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-Kindergarten students will be escorted by their parents to their classrooms.
- Kindergarten students will report directly to their classrooms.
- Students in grades 1, 2, 3, 4, and 5 will line up in the cafeteria.
- Students in grades 6, 7 and 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 their classroom 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 3:45 pm from the main entrance.
- Students in grades 6, 7, and 8 will be dismissed at 3:45 pm from the side parking exit (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 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 8:00 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. Tettonis



Student Absence & Lateness Policy

September 2019

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.

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.

Breakfast is available starting at 7:30am. For students in grades K-8, morning line-up begins at 8:00am. **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 January and in June. Classes that have 100% attendance receive daily recognition.

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



Parent 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
Sneakers (only on gym days)
White Button Down Shirt**j

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

Middle School Girls (6 -8)

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

Middle School Boys (6-8)

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

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.

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 change for gym into their gym uniform (school gym shirt and school gym sweat pants). No shorts will be permitted. The gym uniform is a gray t-shirt and navy blue sweat pants. Gym uniforms can be purchased at Ideal Department Store.



Parent Handbook Overview Policies & Procedures

Follow us on Facebook:

www.facebook.com/HellenicClassicalCharterSchool/

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. 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

School Foods Breakfast & Lunch

Breakfast is available for all students beginning at 7:30am. Pre-K students will be offered beginning at 8:05am in their classroom.

Students will have lunch at the following times:

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

Educational Field Trips

Parents are encouraged to chaperone their children on our educational field trips. Please make arrangements for younger siblings/children who do not attend HCCS, as they will not be able to attend. Students will not be permitted to attend field trips if a permission slip is not on file. Please make every effort to return all permission slips on a timely manner.

School Purchased Materials (Textbooks, Workbooks, Library Books)

All textbooks distributed to students will be inventoried and maintained by the classroom or subject area teacher. Students ARE responsible for the textbooks and workbooks. If the textbook or workbook(s) 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.

Parent Handbook Overview

Policies & Procedures

Discipline Code/Grievance Policy

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

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.**

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.

Parent Handbook Overview

Policies & Procedures

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

Chess Fridays (Grades K-5)

Friday is 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.

Library Time

All students visit the school library and learn about the library process. In addition, our kindergarten classes visit the local Brooklyn Public Library branch and apply for library cards.

Department of Health (DOH) School Nurse

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

Parent Handbook Overview

Policies & Procedures

PTA

The 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 during the School Day

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, Joyce Cruz.

Below are a few events where we welcome parent volunteers:

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

Birthday Celebrations

Birthday celebrations must be scheduled with the classroom teacher and take place during the last 15 minutes of the school day (approximately 3:15 pm). Individually pre-packaged drinks and single serve baked goods are allowed. Please, no birthday cakes or balloons. Please inform the classroom teacher so they make the necessary accommodations.

Please note: In addition, parents please do not send or distribute invitations for celebrations outside of the school during school hours.

Birthday Dress-Down Day

Students in Pre-K to 8th grade that are celebrating their birthday may dress down.



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.

PTA Executive Board

2019-2020

President

Joyce Cruz

Vice President

Stacey Makrinos

Corresponding Secretary

Maria Mamounas

Recording Secretary

Irene Skountzos

Treasurer

Cynthia Molos

PTA Meeting Dates

(All dates- tentative & subject to change)

2019

Wednesday, September 18th 8:30am
 Wednesday, October 16th 5:30pm
 Wednesday, November 13th 8:30am
 Wednesday, December 18th 5:30pm

2020

Wednesday, January 8th 8:30am
 Wednesday, February 12th 5:30pm
 Wednesday, March 18th 8:30am
 Wednesday, April 8th 5:30pm
 Wednesday, May 6th 8:30am
 Wednesday, June 10th 5:30pm

PTA Snack Sale – Wednesdays

(All dates- tentative & subject to change)

2019

September 18 & 25
 October 16 & 30
 November 13 & 27
 December 4 & 18

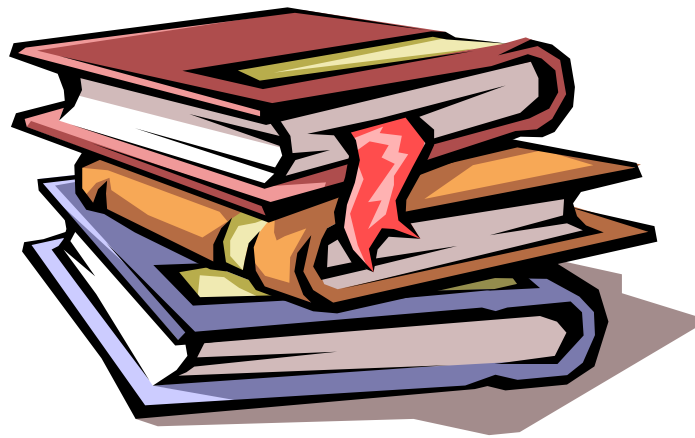
2020

January 8 & 29
 February 12 & 26
 March 4 & 18
 April 8 & 29
 May 6 & 27
 June 10 & 24

HCCS

*Curriculum, Learning
Standards, Assessments*

K- 8th





Academic Performance, Grading & Promotional Criteria Grades K -8

Academic Performance Levels

The New York State Education Department has adopted and changed the language to describe students at the different 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% - 76%*)

Level 2 - Student is **partially proficient** in CCLS* for this grade level (partial but insufficient) (*Averages 75% -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)	Grade 3 & 5 -ELA and Math Grade 4- ELA, Math & Science
6 , 7, 8	95%	At grade level performance (Level 2-4)	Grade 6 & 7 – ELA and Math Grade 8 – ELA, Math & Science



HCCS Homework Policy

K -8

Home work is given every day, including weekends and holidays.

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

MINIMUM TIME ALLOTMENTS

<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
2019-2020***

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

Progress Report # 1 – October 15, 2019

Progress Report # 2 – January 31, 2020

Progress Report # 3- May 18, 2020

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

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

Progress Report # 1 – October 15, 2019

Progress Report # 2- February 13, 2020

Progress Report # 3- May 18, 2020

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

**REPORT CARDS
ELEMENTARY (K – 5)**

Report Card # 1 – November 7, 2019

Report Card # 2 – March 12, 2020

Report Card # 3 – June 26, 2020

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

Report Card # 1 – November 7, 2019

Report Card # 2 – January 9, 2020

Report Card # 3- March 12, 2020

Report Card # 4 – June 26, 2020



Parent/Teacher Conferences Pre-K - 8 2019-2020

Report cards will be distributed to parents/guardians who attend the scheduled Parent/Teacher Conferences for the Fall and Spring.

These days are half-days for all students in Grades K - 8

Dismissal is at 11:15 AM for Kindergarten

Dismissal is at 11:30 AM for Grades 1-8

Elementary (Pre-K -5)

Meeting Times:

Pre-Kindergarten and Kindergarten by appointment

Grades 1-5: **Afternoon Session: 1:00 PM – 3:00 PM**

Evening Session: 5:30 PM – 8:00 PM

Fall

Report Card # 1 – distributed to parents/guardians on **Thursday, November 7, 2019**

Spring

Report Card # 2 – distributed to parents/guardians on **Thursday, March 12, 2020**

Final **

Report Card # 3 – distributed to students on **Friday, June 26, 2020**

Middle School (6-8)

Meeting Times: **Afternoon Session: 1:00 PM – 3:00 PM**

Evening Session: 5:30 PM – 8:00 PM

Fall

Report Card # 1 – distributed to parents/guardians on **Thursday, November 7, 2019**

Winter

Report Card # 2 – mailed home to parents/guardians on **Thursday, January 9, 2020**

Spring

Report Card # 3 – distributed to parents/guardians on **Thursday, March 12, 2020**

Final **

Report Card # 4 – distributed to students on **Friday, June 26, 2020**

**** 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.



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

Arista

- ❖ 90% average in **all** of the major and minor subjects
- ❖ Exemplary conduct (no record of needing disciplinary action)
- ❖ Exemplary attendance (no unexcused absences/95% attendance rate/ no chronic lateness)
- ❖ Community service: at least 2 hours of service to our school and 2 hours of service to the community*

Principal's List

- ❖ 90% average in **each** of the major subjects: ELA, Math, Science and Social Studies
- ❖ 85% average in **each** of the minor subjects: Greek, Latin, Music, Art, Gym, etc.
- ❖ Exemplary or satisfactory conduct
- ❖ Exemplary attendance (no unexcused absences/ 95% attendance rate/ no chronic lateness)
- ❖ Community service: at least 2 hours of service to our school and 1 hour of service to the community*

Honor Roll

- ❖ 85% average in **each** of the major subjects: ELA, Math, Science and Social Studies
- ❖ 80% average in **each** of the minor subjects: Greek, Latin, Music, Art, Gym, etc.
- ❖ All conduct must be satisfactory
- ❖ Exemplary attendance (no unexcused absences/ 95% attendance rate/ no chronic lateness)
- ❖ Community service: at least 1 hour of service to our school*

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

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



Updated for the 2018-2019 School Year

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

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

We expect that many schools will incorporate the reading level as part of the child's grade for reading workshop, but that assessment will also be informed by reading volume, reading habits, and stamina. The closest correlations are for students in grades K-4 who achieved proficiency on the NY State ELA. There is not a pattern that allows for prediction of a 4. Because a score of 4 generally only allows for one or two errors, it is hard to assure parents or students that a correlation will exist between level of text difficulty and a score of 4. 8th grade benchmarks come from Qualitative assessments. NOTE: benchmark levels might be revised once the 2018 NY State ELA data has been collected and analyzed.

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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 2020

State ELA Test- Grades 3 – 8

Wednesday, March 25, 2020 & Thursday, March 26, 2020

State Math Test- Grades 3 - 8

Wednesday, April 22, 2020 & Thursday, April 23, 2020

State Science Performance Test- Grade 4

Wednesday, May 20, 2020

State Science Performance Test- Grade 8

Thursday, May 21, 2020

State Science Written Test- Grades 4 & 8

Monday, June 1, 2020

Regents Week – Grade 8 (only)

***Common Core Algebra I Regents** – Thursday, June 18, 2020

***Earth Science Regents** – Friday, June 19, 2020

***Greek Regents** – Monday, June 22, 2020



HCCS Open House Dates 2019-2020

Pre-K

Kindergarten – 8th Grade

Tuesday, December 3, 2019

Pre-K Open House: 5:30 PM – 6:30 PM

Monday, February 3, 2020

Pre-K Open House: 5:30 PM – 6:30 PM

Thursday, December 5, 2019

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

Wednesday, February 5, 2020

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

Wednesday, March 4, 2020

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

Deadline for Applications for school year 2020-2021:

Wednesday, April 1, 2020

****Applications for siblings and new students for the 2020-2021 school year will be available on **December 3, 2019** in the main office and also on our school's web site.**

Tentative Lottery date for school year 2020-2021:

Tuesday, April 7, 2020

Reading Curriculum Maps
HCCS Grades K-2
2019-2020

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Nov/Dec	Jan/Feb	Feb/Mar	Apr/May	May/June
K	We Are Readers	Emergent Reading: Looking Closely at Familiar Texts (Acting out)	Super Powers: Reading with Print Strategies and Sight Word Power	Bigger Books, Bigger Reading Muscles	Growing Expertise in Little Books: Reading for Information	Becoming Avid Readers	Giving the Gift of Reading
	Sept/Oct	Oct/Nov	Nov/Dec	Jan/Feb	Feb/Mar	Apr/May	May/June
First Grade	Building Good Reading Habits	Word Detectives Use All They Know To Solve Words	Learning About The World: Reading Nonfiction	Readers Get to Know Characters by Performing Their Books	Readers Have Big Jobs To Do: Fluency, Phonics and Comprehension	Meeting Characters and Learning Lessons: A Study of Story Elements	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs
	Sept/Oct	Nov/Dec	Jan/Feb	Feb/Mar		Apr/May	May/June
Second Grade	Reading Growth Spurt Growing Word Solving Muscles (bend two)	Becoming Experts: Reading Nonfiction	Accelerating Readers' Growth in Longer Fiction Books	Bigger Books Mean Amping Up Reading Power (foundational skills)		Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	Series Book Clubs

Reading Curriculum Maps

HCCS Grades 3-5

2019-2020

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Nov/Dec	Jan/Feb	March	April/May	May/June
Third Grade	Building a Reading Life	Mystery: Foundational Skills in Disguise	Reading To Learn: Grasping Main Idea and Text Structures	Character Studies	Test Prep	Research Clubs: Biography Presentation work	Social Issues Book Clubs
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Nov/Dec	Jan/Feb	March	Apr/May	May/June
Fourth Grade	Interpreting Characters: The Heart of the Story	Reading the Weather, Reading the World	Detail Synthesis: Close Reading of Fiction	Reading History: The American Revolution	Test Preparation	Historical Fiction Books Clubs	Reading with the lens of Power and Perspectives
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	September	Oct/Nov	Nov/Dec	Jan/Feb	March	Apr/May	May /June
Fifth Grade	Reading Fiction Setting Up for a Powerful Reading Life	Tackling Complexity: Moving up Levels of Nonfiction	Interpretation Book Clubs	Argument and Advocacy: Researching Debatable Issues	Test Prep	Reading in The Content Areas: The Civil Rights movement and the Continuous Fight for Equality	Fantasy Book Clubs: The Magic of Themes and Symbols

Reading Curriculum Maps
HCCS Grades 6 -8
2019-2020

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept.	Oct./Nov.	Nov./Dec.	Jan./Feb.	Mar	Apr./May.	June
Grade	Maintaining an Independent Reading Life	A Deep Study of Character	Tapping the Power of Nonfiction	Social Issues Book Clubs: Reading for Empathy	Test Prep	Fantasy Book Clubs	Launching summer Reading Projects
	Sept.	Oct./Nov.	Nov./Dec.	Jan./Feb.	Mar	Apr./May.	June
7 th Grade	Maintaining a Reading Life	Author Studies: Characterization and Author's Craft	Tapping the Power of Non-fiction (Reading Argument)	Historical Fiction Book Clubs	Test Prep	Informal Historical Fiction Book Clubs	How to Eat a Poem: Reading Poetry and Novels in Verse
	Sept.	Oct./Nov.	Nov./Dec.	Jan./Feb.	Mar	Apr./May.	June
8 th Grade	Launching and Maintaining Independent Reading	Literary Non-fiction	Essential Research Skills for Teens	Dystopian Book Clubs	Test Prep	Researching for Investigate Journalism Contemporary Classics	Contemporary Classics Reading for Summer

Writing Curriculum Maps

HCCS Grades K -2

2019-2020

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept/Oct	Oct/Nov	Nov/Dec	Jan/Feb	Feb/Mar	Apr/May	May/June
K	Launching the Writing Workshop Information and Narrative	Show and Tell: From Labels to Pattern Books	Writing For Readers True Stories (Narrative)	All About Books (Information)	How to Books Writing to Teach Others (Information)	Crafting Stories: Using All We Know About Narrative Writing to Craft Stories for Readers	Persuasive Writing of All Kinds: Using Words To Make A Change (opinion)
First Grade	Small Moments: Writing With Focus, Detail and Dialogue	How-To Books	Nonfiction Chapter Books	Writing Reviews	Poetry and Songs	From Scenes to Series Writing Fiction	Writing Plays
Grade	Unit 1		Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time Line	Sept/Oct		Nov/Dec	January	Feb/Mar	Mar/Apr	May/June
Second Grade	Lessons From the Masters: Improving Narrative Craft		A How To Guide to Nonfiction Writing	Writing About Reading	Poetry: Big Thoughts in Small Packages	Nonfiction Writing Projects	Writing Gripping Fictional Stories

Writing Curriculum Maps
HCCS Grades 3 -5
2019-2020

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time Line	Sept./Oct	Oct./Nov.	Nov./Dec.	Jan./Feb.	March	Apr./May	May/June
Third Grade	Launching the Writing Workshop: Crafting True Stories	Changing the World: Persuasive Speeches, Petitions and Editorials	The Art of Information Writing	Baby Literary Essay	Test Prep	Writing About Research Writing Biographies	Once Upon a Time: Adapting and Writing Fairy Tales
Fourth Grade	The Arc of Story: Writing Realistic Fiction	The Personal and Persuasive Essay: "Boxes and Bullets" and Argument Structures For Essay Writing	The Literary Essay: Writing About Fiction	Bringing History to Life	Test Prep	Historical Fiction Writing	Graphic Novels: Writing in Pictures
Fifth Grade	Narrative Craft	Journalism	Literary Essay: Opening Texts and Seeing More	The Research-Based Argument Essay	Test Prep	Lens of History: Research Reports	Fantasy Writing

Writing Curriculum Maps
HCCS Grades 6 -8
2019-2020

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	Launching and Sustaining Notebooks and Independent Writing	Personal Narrative: Crafting Powerful Life Stories	Research Based Information Writing Argument Writing	The Literary Essay: From Characters to Compare/Contrast	Test Prep	Fantasy Writing	Graphic Novels: Writing in Pictures
	Sept.	Oct/Nov	Nov/ Dec	Jan/Feb	March	April/May	June
Seventh Grade	Launching and Sustaining Notebooks and Independent Writing	Realistic Fiction: Symbolism, Syntax and Truth	The Art of Argument	Writing About Reading: From Readers Notebooks to Companion Books Literary Essays	Test Prep	Historical Fiction Writing	Poetry Writing: Immersion and Innovation
	Sept.	Oct/Nov	Nov/ Dec	Jan/Feb	March	April/May	June
Eight Grade	Launching and Sustaining Notebooks and Independent Writing	Writing Memoir Writing About Reading	Position Papers: Research and Argument	Literary Essay: Analyzing Craft and Theme	Test Prep	Investigative Journalism	Investigative Journalism Writing About Reading

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 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 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
2019-2020

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