



CLASSICAL
CHARTER SCHOOLS

FAMILY HANDBOOK

2026-2027

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I. MISSION, PRINCIPLES OF PRACTICE, AND VALUES

MISSION

Classical Charter Schools (“CCS”) prepares K–8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

VISION

We believe that:

- by focusing on excellence in every classroom, every day, with every scholar, we will best prepare our scholars for the future.
- a respectful and highly disciplined structure, built on lessons in reading, writing, mathematics and the other core subjects, will best support the learning and success of every scholar.
- by guiding students through a daily curriculum of character education, they will become liberated scholars and citizens of impeccable character who will be future leaders in their community.

PRINCIPLES OF PRACTICE

To achieve our mission, we are guided by our Principles of Practice:

RIGOROUS, CLASSICAL CURRICULUM

Great instruction requires a great curriculum. Classical Charter Schools developed standards-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized and modular format, for all subjects and grades. Our curriculum is sequential, systematic, and rigorous. Latin instruction begins in third grade to improve vocabulary. Debate classes begin in fourth grade to develop critical thinking skills and emotional maturity. All scholars receive Character Education, as the development of respectful, compassionate, and productive citizens is core to our mission.

DATA DRIVEN INSTRUCTION

We regularly and rigorously assess our scholars and use the data collected to powerfully inform further instruction. Strong test results stem from effective instruction and effective instruction stems from effective data analysis. To that end, our teachers meet weekly to discuss scholar data and create actionable steps for future instruction.

A STRUCTURED ENVIRONMENT

Good organizations organize well. Structure profoundly impacts the choreography of our entire organization. For example, we have an extended school day, and year, which aggregates to an extra 2.4 years of instruction over the nine years they attend our schools. Additionally, a clearly outlined behavior management system promotes a disciplined environment, allowing teachers to teach and scholars to learn. Positive behavior is modeled by all staff and taught explicitly through weekly Character Education classes. We strictly enforce discipline through transparent expectations shared with families and scholars throughout the year.

FACULTY DEVELOPMENT

Our faculty's professional development ensures we can consistently and effectively improve at serving our scholars. Classical Charter Schools provides staff with over 100 hours of professional development per year in such areas as curriculum, classroom management, execution, data analysis, DEI (diversity, equity and inclusion) and leadership.

FAMILY ENGAGEMENT

As vigorous proponents of school choice, we support our scholars and families, and we expect our families to support us. We ask them to communicate frequently with staff and adhere to our non-negotiables, which are listed below. Classical Charter Schools will support families by providing necessary resources to ensure these expectations can be met. Additionally, Classical Charter Schools has an active Family Advisory Council, which is comprised of a group of dedicated parents who support the school's mission.

CCS utilizes the Jupiter Education learning platform as the primary means of communication with our families. Upon enrollment, families will be provided with instructions that outline the process for account creation. In addition to communication between staff and families, the Jupiter platform also provides families with essential data such as student attendance records and behavior logs.

VALUES

At Classical Charter Schools, every day we guide and encourage scholars to embrace the school's Character Education pillars as a tool for achieving personal excellence. Our values are supported by our Six Pillars of Character:

Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship



II. NON-NEGOTIABLES AND CULTURAL EXPECTATIONS

NON-NEGOTIABLES

We believe that there are five non-negotiable rules that parents, and scholars must follow to ensure their academic success at Classical Charter Schools. They are:

- Scholars are in school on time every day and ready to learn.
- Scholars are in a complete and clean and presentable uniform every day.
- Parents provide a supportive environment for their scholars to complete homework.
- Parents ensure that their scholars get a good night's sleep.
- Parents support the school they choose!

ATTENDANCE AND LATENESS

Classical Charter Schools' attendance policy is based on the belief that we cannot provide the world-class education your scholar deserves if they do not arrive **every day, on time**. We are strict on attendance because our experience and data show that scholars with great attendance do well in school, and scholars with poor attendance often do poorly in school.

Therefore, the following policy is in place: **If your child accumulates 15 or more unexcused absences (without a doctor's note), he or she will be required to attend Summer Learning Academy (SLA) and could face possible automatic retention.** We will call home every day your scholar is absent. At 10 unexcused absences, we will phone home and require you to attend a meeting with the Dean of Students.

Likewise, lateness is treated strictly. All scholars should arrive before 7:45 a.m. Breakfast will be offered upon arrival or scholars who need it, and school sites independently decide the time at which breakfast ends. Any scholar entering the school at **8:01am** or later is considered "tardy". **If a scholar arrives after 12 pm, without a doctor's note, they will be marked as absent for the day.**

Note: Every 7 tardies, or tardies and early pick-ups combined, equates to 1 absence.

Excused Absences

The only absences that will be excused are those that are accompanied by an official note from a doctor, dentist, or other medical appointment. Medical notes should be submitted the day the scholar returns to school and must be stamped, signed by the doctor/medical facility, or contain contact information on the note for verification. Notes must be turned in to either a teacher, Dean, or Operations team member. Notes submitted electronically should be sent via Jupiter. **All attendance notes must be submitted by the end of each trimester. Notes submitted after the deadline will not be accepted.**

Note: Classical Charter Schools reserves the right to verify that excuse notes are officially authorized. All doctor's notes will be verified by the main office.

Early Pick-Ups

Being picked up early negatively impacts a child's education as they are missing valuable learning time. Classical Charter Schools has a policy in which **7 early pick-ups, or early pick-ups and tardies combined, will equate to 1 absence.** An early pick-up is any time a scholar is picked up before 4:30 pm. We excuse early pick-ups for medical appointments only with a doctor's note.

Late Pick-Ups

Scholars are expected to be picked up every day at 4:30pm. All late pick-ups will be tracked via Jupiter. All scholars being picked up after 4:45pm will need to be signed out in the Main Office.

UNIFORMS

Classical Charter Schools are uniform schools. All scholars **MUST** always be in uniform while at school. If a scholar is not wearing a complete uniform, they will serve timeout during lunch. If uniform compliance is inconsistent, families may be required to attend a meeting with the Dean. Classical will support families in acquiring required uniforms and will provide them if necessary.

The uniform is a white button-down shirt (long sleeve or short sleeve), a navy-blue tie, navy blue dress pants, navy blue sweater, and black shoes (sneakers must be all black, no logos or color). Girls may wear a white shirt, navy blue jumper, skirt, or long pants, navy blue sweater, navy blue or white tights and black shoes (sneakers must be all black, no logos or color). **Black shoes are mandatory and do not consist of boots of any kind. Polo shirts are not allowed. Grades 3-8 must wear a black belt with their pants.** Parents should buy at least three (3) full uniforms. **Please write the scholar's name on all ties, sweater tags, and even inside the shoes with permanent marker.** Doing so will reduce the risk that your scholar loses parts of their uniform.

Uniforms may be purchased from Cookies Department Stores. Please tell Cookies that your child goes to Classical Charter Schools to ensure the proper uniform.

1534 Westchester Ave, Bronx, NY, 10472, Tel. (718) 991-9500

567 Melrose Ave, Bronx, NY, 10455, Tel. (718) 585-0800

Younger scholars can often have accidents or vomit during school if they are ill. **Kindergarten and first grade scholars are required to keep one complete extra uniform set in their cubby in case of an accident. Please bring extra uniforms to your child's teacher, with his or her name on the tag.**

See next page for the Uniform Requirements Guide.

III. UNIFORM REQUIREMENTS GUIDE

BOYS	
Shoes	All black sneakers or dress shoes, including laces (no logos or color)
Shirt	Plain white button-down (long or short sleeved)
Pants	Navy blue dress pants/slacks (no cargo, sweatpants, or drawstrings)
Accessories	Navy blue tie (no bow ties)



GIRLS	
Shoes	All black sneakers or dress shoes, including laces (no logos or color)
Shirt	Plain white button-down (long or short sleeved)
Pants/Skirts/Jumpers	Navy blue skirt, jumper, or dress pants (no cargo, sweatpants, or drawstrings)
Accessories	Navy blue girls' cross tie



IV. DISCIPLINE POLICY AND CODE OF CONDUCT

RESPECTFUL ENVIRONMENT

Respect is a core value at CLASSICAL CHARTER SCHOOLS, and scholars are expected to demonstrate the following elements of respect each day:

- Respect for self: Carrying themselves with a sense of dignity every day – in their behavior, language, and their school uniform dress
- Respect for fellow scholars: Showing support, encouragement, and kindness to all scholars and refraining from insulting, teasing, bullying, or physically harming others
- Respect for faculty, staff, and all adults: Listening and following instructions and using appropriate language, gestures, and tone of voice in all interactions with adults
- Respect for the classroom: Following the rules of the classroom; working hard and dedicating themselves to excellence; participating in class activities and completing all homework; and attending class each day, arriving on time, with all materials necessary for school
- Respect for property: Respecting their personal property and the property of other scholars; maintaining their textbooks and other materials; and caring for school grounds/property and pitching in to keep them clean and neat

CLASSICAL CHARTER SCHOOLS will comply with all aspects of the Dignity for All Students Act (“DASA”). Our DASA Coordinator is our Director of Scholar Services. This is currently Leah Epstein. The approved DASA policy is posted on the school’s website.

Our Dean of Students is responsible for disciplinary concerns. The Dean collaborates with teachers, families and scholars to help create a safe and orderly learning environment. The Dean is given the authority to decide on the appropriate consequences for inappropriate scholar behavior.

CLASSICAL CHARTER SCHOOLS must provide a safe and secure environment from the moment the scholars leaves his/her home to the moment they return where they can focus solely on mastering their skills in reading, writing, math, science and social studies. The School must promise parents that their children are in safe and capable hands throughout the extended day and year that scholars attend the school.

To this end, CLASSICAL CHARTER SCHOOLS has set forth policies that support our mission, ensure a culture of achievement, and are consistent with the requirements of due process and with federal laws and regulations governing the placement and disciplining of students with disabilities.

We have created a Code of Conduct in order to ensure that our school is a respectful space for learning where all feel comfortable, allow scholars to focus on their learning, and prepare scholars to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that the school considers inappropriate or unacceptable (“behavioral infractions”) and the consequences of those behaviors. Scholars who do not meet the school community’s clearly defined standards for reasonable and acceptable behavior are not permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our student Code of Conduct. It is important to note that since CLASSICAL CHARTER SCHOOLS will provide a highly structured setting, in which expectations are clearly explained and consistently modeled, we anticipate that such infractions as are described below will be minimal. We believe that scholars rise to the level of behavioral expectations we set for them, and that within a disciplined environment, along with positive and consistent modeling, scholars will behave very well.

CLASSICAL CHARTER SCHOOLS utilizes training modules from *Teach Like a Champion* that include “Least Invasive Forms of Intervention.” All staff are trained to first use proximity to address off task behavior, followed by anonymous corrections, and redirections before relying on the use of warnings as part of the Traffic Light or Paycheck systems as outlined below. In addition to using these tools to promote positive behavior, all students who are progressing through the traffic light or paycheck systems receive time at a designated space in the classroom to cool down. This station provides different calming strategies for scholars to engage in for refocusing, empowering scholars to take charge of the situation and redirect their behavior to reengage in lesson material. These stations are in place in all grades (from Kindergarten to eighth grade).

BEHAVIORAL INFRACTIONS

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, staff have sole discretion to determine the consequence of each behavioral infraction. A school-related behavioral infraction refers to the violation of this code occurring while the scholar is on school grounds or school-related transportation, during school- sponsored activities and trips, and during all other school-related events.

RESPECTFUL BEHAVIOR

At CLASSICAL CHARTER SCHOOLS we help our scholars grow into mature young people. To that end, while we will not tolerate disrespect, we do allow for scholars to disagree respectfully with each other and with adults. We have developed routines and procedures that enable scholars to do so.

PAYCHECK TRAFFIC LIGHT BEHAVIOR SYSTEM (Grades K-4)

If a scholar disrupts learning for himself or others, there is a consequence to that behavior. If a scholar commits any of the following minor infractions, the scholar will move down levels on our traffic light behavior system. In addition to moving up and down levels on the traffic light (such as from green to yellow, or yellow to red), the scholar may receive additional targeted, corrective consequences and/or lose other school privileges at the discretion of their instructor. Behavioral infractions include, but are not limited to:

- Chewing gum

- unexcused lateness to school or class
- making inappropriate noises or speaking out of turn during class
- not paying attention or following directions or procedures of the class or school and
- other behaviors deemed inappropriate by school staff.

PAYCHECK SYSTEM (Grades 5-8)

In grades 5-8, scholars transition away from the Traffic Light and begin following the Paycheck System. Like the Traffic Light, scholar behavior is tracked throughout the day using a point system. Scholars receive bonus points for positive behaviors including but not limited to the following:

- Sitting in scholar position to demonstrate investment in learning
- Listening attentively and respectfully by tracking the speaker
- Walking silently in hallways to avoid disrupting the learning environment
- Completing work in a timely and productive manner
- Being present and in complete uniform
- Participating in class discussions

Scholars receive “checks” for disruptive behaviors. Teachers issue “checks” using concise language to quickly redirect scholars and avoid further disruption. The pattern of escalation in the Paycheck system aligns with the Traffic Light system. Scholars have an opportunity to Cool Down and to complete a Reflection form prior to receiving a Dean Referral.

Based on the level of behavior, a scholar may be escalated to a Dean Referral without a Cool Down or Reflection. An immediate Dean Referral indicates that a scholar needed to be removed from their class community immediately.

DETENTION

If a scholar endangers himself or others physically or verbally, and thus commits any of the following major infractions, the scholar may receive a detention. Behavioral infractions which warrant a detention include, but are not limited to:

- Moving down from yellow to red on the traffic light
- disrespecting a fellow scholar
- disrespecting faculty, staff, or other member of the school community
- disrespecting school property
- deliberately disrupting class
- engaging in disruptive conduct or making scholars feel uncomfortable/excluded; and
- chronic tardiness

PROCEDURES FOR TRAFFIC LIGHT MOVEMENTS AND DETENTIONS

If a scholar commits an infraction and the consequence called for is any other than suspension or expulsion, staff members are authorized to address the infraction and invoke the consequence according to their professional judgment. The School Director and Dean of Students will be responsible for ensuring

through professional development that teachers are modeling positive and appropriate behaviors consistently, and applying the Code of Conduct in a uniform and equitable way.

Teachers will notify school leaders of any significant or repeated discipline concerns and seek support from school leaders in finding ways to modify scholar behavior where needed. The school will reserve the right to insist upon parent involvement via phone call intervention in resolving the disruptions before the student will be allowed to return to class.

Detention may be served during lunch, Enrichment, choice time, or with a buddy teacher on day the detention is earned. Such decisions are at the discretion of the teacher and/or Dean of Students. Detention times will vary depending on the infraction with the time of the detention increasing for more serious infraction. Detention will not exceed 30 minutes at any given time.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar endangers the school community and commits any of the following gross infractions, the scholar may receive an in-school or out-of-school suspension, as determined by the Dean of Students and School Director. Behavioral infractions which warrant a suspension include, but are not limited to:

- Gross disrespect of a fellow student, faculty member, or school transportation provider; damaging, destroying, or stealing property or attempting to do so (including graffiti); using or possessing tobacco products; inappropriate sexually or racially motivated conduct; using abusive, vulgar or profane language; fighting, or any form of harassment or intimidation; making verbal or physical threats, empty or otherwise; setting off false alarms; gambling, forging, plagiarizing, or cheating.

PROCEDURES FOR IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar commits an infraction that calls for a consequence of short-term suspension (ten days or fewer), such action will be recommended by the Dean and possibly approved by the School Director. In such cases, the school will adhere to the following procedure, consistent with applicable law:

- The scholar shall be informed of the charges against them as well as the evidence of those charges;
- the scholar will have the opportunity to explain their side of the events;
- the school will immediately and personally notify the parent and will call or send written confirmation by personal delivery or mail within 24 hours of the decision to suspend a scholar;
- the parent will have the opportunity to discuss the suspension with the School Director;
- the school may require a meeting with the parents (with both virtual or in-person options) before the scholar may return to classes; if the scholar is out-of-school suspended, alternative education will be provided by

the School . If the scholar does not attend alternative education, the scholar's suspension will be an unexcused absence.

ALTERNATIVE EDUCATION

Alternative Educational Services are in-school instructional services provided to all scholars who have received an out-of-school suspension for up to 10 consecutive school days. Parents/Guardians must check the appropriate box, located at the bottom of the suspension letter or contact the school's Dean of Students.

EXPULSION

Expulsion is defined as the exclusion from the school on either a long-term or permanent basis at the discretion of the Executive Director or his/her designee. Behavioral infractions that can lead to expulsion include:

- Possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, but not limited to, a knife or a gun (a one-year minimum suspension under the Gun Free Schools Act);
- possessing a controlled substance including, but not limited to, illegal drugs or alcohol;
- repeated suspensions;
- assault
(i.e., threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or other members of the school community;
- theft or destruction (attempted or actual) of personal or school property, including arson; and
- consistent and continuous behavioral infractions as noted above.

PROCEDURES FOR LONG-TERM SUSPENSION OR EXPULSION

Long-term suspension indicates the removal of a scholar from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedures which comply with applicable law are followed:

- The scholar is immediately removed from class/school as needed; and the scholar is informed of the charges against him/her as well as the evidence of those charges; where applicable, the scholar has the opportunity to explain his/her side of the relevant events.

The School Director immediately notifies a guardian of the child in person or on the phone and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel, and sets a date for a formal hearing and notifies guardians in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar; a summary of the supporting evidence; and their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

The School Director will preside at the hearing and make a decision as to the scholar's status and issues a written decision which is sent to the scholar's guardians, the Board of Trustees, and put in the scholar's permanent file. If the School Director finds that long-term suspension or expulsion is indicated, the guardians of the scholar may appeal this decision to the Board of Trustees.

Such appeal is heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar; a summary of the supporting evidence; and their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.
- If the guardian wishes to appeal the decision of the trustees, they may bring their appeal to the Board of Regents by contacting:
 - New York State Education Department
Charter School Office 5N EB Mezzanine
89 Washington Ave Albany, NY 12234
518.474.1762

PROVISION OF INSTRUCTION DURING REMOVAL

In order to ensure academic progress, alternative instruction is provided to scholars who have been suspended or removed. The method and form of this alternative instruction is determined on a case-by-case basis. In all situations, the method and form are selected with the goal of maximizing the scholar's academic progress. It enables the scholar to master material, complete assignments, and participate in assessments. Instruction commences immediately upon a scholar being removed or suspended. In such cases, instruction occurs within the school facility. Alternative instruction will occur either during the school day, before school hours, or after school hours, as coordinated between the School and applicable student's family.

POLICY FOR INFRACTIONS WHICH CONSTITUTE A VIOLATION OF THE LAW

Infractions which are violations of municipal, state, and federal law (such as weapons possessions, assaults, thefts, and possession of controlled substances) are reported to the appropriate law enforcement authorities (e.g., the New York City Police Department).

STUDENT SEARCHES

In order to maintain the security of all its scholars, we reserve the right to conduct searches of its scholars and their property. If searches are conducted, the school ensures that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of the search.

SCHOLAR RESTRAINTS

CLASSICAL CHARTER SCHOOLS maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences

including the traffic light movements, detentions, loss of privileges, suspensions, and expulsions. Corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Executive Director will file a detailed report of such with the board.

DISCIPLINE OF SCHOLARS WITH SPECIAL NEEDS

CLASSICAL CHARTER SCHOOLS will comply with all Federal and State laws that provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability (e.g., §504/ADA Disability; IDEA Disability). In the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to school, in lieu of beginning or completing the period of suspension.

In addition to the discipline procedures applicable to all Students, the School shall implement the following disciplinary policy procedures with respect 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 will be disciplined in accordance with these provisions. The School shall 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 shall govern.

DISCIPLINE PROCESS

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the Student and to the Student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of ten (10) school days or less, the Student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the School's Director and appropriate staff to discuss the incident and question any complaining witness against the Student. For suspensions in excess of ten (10) consecutive school days, the Student's parent(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the Student from School in excess of ten (10) consecutive school days, describes the basis for the proposed suspension, explains that the Student has an opportunity for a fair hearing conducted by the School's Director or his or her designee at which the Student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the Student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the School's Director.

The School shall 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 the Student has been suspended or removed for disciplinary reasons.

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 shall not be suspended for a total of more than ten (10) 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 School shall work with the district to ensure that the CSE of the Student's district of residence meets within seven (7) 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 infraction that the School suspects is the result of 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 School's Director would seek to impose a suspension in excess of ten (10) days.

Also, the School will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within ten (10) school days to make a manifestation determination
2. Convene a CSE meeting within ten (10) business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the Student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the Students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

PROVISION OF SERVICES DURING REMOVAL

Those students removed for a period fewer than ten (10) 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 shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the Student, so that the Student is given full opportunity to complete assignments and 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 (10) 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 Student 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 Student's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will 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. 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 the IDEA.

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. The Student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the Student initiated by the CSE from the Student's home district.

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 shall 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 shall 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 shall 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.

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 shall remain in any 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 the School agree otherwise.

Classical Charter Schools is characterized by an orderly, supportive culture focused on academic excellence and character development. Discipline and order exist in a school when scholars are known and cared for by all faculty and staff. To that end, we abide by a contract between the school, the parents/guardians, and the scholars, which ensures everyone's commitment to the values and culture of the school. Our approach to discipline is rooted in the belief that the learning environment is sacred. We will do whatever it takes to make sure that every scholar is physically, mentally, and emotionally safe, providing every scholar the right to learn without needless interruptions. Our goal is to create a school culture which prepares scholars to become engaged citizens who respect the rules of our communities.

V. SCHOOL CALENDAR

Classical Charter Schools begin the school year earlier than traditional public schools. Our school year begins **Wednesday, August 19, 2026.** DO NOT START THE YEAR OFF WITH AN ABSENCE. If your scholar is absent from Classical Charter Schools for the first five (5) days that school is in session, it will be assumed that he or she has withdrawn from the school, and his or her seat will be relinquished to another scholar from the wait list.

Parents will receive the official School Calendar by the first day of every school year.

VI. ACADEMIC PROGRAMS AND CURRICULUM

ENGLISH LANGUAGE ARTS

Language acquisition is phonics-based, rich in grammar, and strengthened through a language-rich environment of vocabulary development and reading great books both individually as well as in a carefully crafted guided-reading program. Scholars read fiction, nonfiction, poems, and biographies in all grades to develop the diverse skills needed to understand and analyze all genres.

Starting in 3rd Grade, the language-rich curriculum of a classical education is further supported through the careful study of Latin, helping students improve their English grammar, spelling and vocabulary skills, and ability to learn other languages. Scholars' Latin study will cumulate in sitting for the National Latin Exam in 7th and 8th Grades. Scholars' ability to express their ideas both in written and oral form is also strengthened through the study of Debate beginning in 4th Grade.

MATHEMATICS

Classical Charter Schools has developed its own rigorous math curriculum aligned to the New York State Common Core Standards. Scholars are gradually exposed to new topics through using manipulatives and visuals to develop a strong conceptual understanding of math.

Additional math blocks in lower grades, including Calendar Math, Counting Jar, and Daily Math Facts, also help to build a strong foundation in number sense, essential for success in later grades. Through weekly Number Stories math blocks, scholars are exposed to multiple strategies for solving challenging word problems following the Cognitive Guided Instruction model.

SCIENCE

Our science program is hands-on, allowing scholars to learn basic physics, chemistry, and biology through experiments and natural observation. The curriculum in Kindergarten through 5th Grade follows the Next Generation Science Standards to embed science content in real world applications. Within each unit, scholars are challenged to propose solutions to real word problems and support their ideas using scientific data and observations. The 6th through 8th Grade curriculum follows the New York Science Standards covering earth science, chemistry, physics, and biology topics. In all grades, the study of science also includes nonfiction texts, which strengthens scholars' ability to learn new information through reading.

5th Grade scholars take the New York State Science Performance Test each year. 8th Grade scholars take the Living Environment Regents exam each June. This is a high school level exam which will give them Regent's credit.

SOCIAL STUDIES

History is taught across cultures, relying on the Core Knowledge program developed by E.D. Hirsch. Ancient Egypt, Ancient Greece, the Roman Empire, the Chinese Dynasties, and the African tribal cultures are all part of this curriculum.

In addition to the traditional Social Studies and History content, Classical curriculum dedicates one block a week for scholars to engage in Classical Conversations. Classical Conversations provides scholars with the opportunity to explore topics related to issues impacting their communities including, but not limited to, current events, diversity, equity and inclusion.

This classical curriculum brings the discoveries and wonders of the globe together, recognizing the rich contributions of all peoples.

8th Grade scholars take the US History and Government Regents exam each June. This is another high school level exam which will give them Regent's credit.

CHARACTER EDUCATION

Our Character Education program is taught by the Dean of Students and centers around our six Character Pillars. The curriculum, Character Counts, is a highly regarded program used by thousands of students nationwide.

Additionally, all scholars receive instruction in art, music, and fitness. These subjects are also incorporated into the core subjects on a regular basis.

HOMEWORK

Homework is a vital part of a scholar's success. It involves the participation of parents/guardians and strengthens the vital relationship between Classical Charter Schools and a scholar's home life. It is designed to reinforce skills and information taught in the classroom. **Scholars in all grades from K-8 are given a developmentally appropriate amount of daily homework which includes the expectation for independent reading every day at home.**

- If homework is not completed as assigned or submitted on-time, there will be immediate consequences. Scholars may be required to serve lunch time-out to complete any missed work.

INDEPENDENT READING

Research shows that the #1 way to improve a scholar's reading skills is to have them READ, READ, READ. Scholars who read outside of school are the strongest readers and score the highest on tests. Supporting your scholar's independent reading at home is the best way to help them improve the speed, accuracy, vocabulary, and comprehension of their reading. It is especially helpful to have your scholar read out loud, stopping them occasionally to summarize what they just read and answer simple comprehension questions.

MISSED WORK

After returning from an absence, scholars are expected to complete any missed assignments. The parent must help the scholar check on missed assignments and any missed work must be completed. In the event of a planned absence, parents should notify teachers – at minimum – two (2) days prior so that they can prepare a Learning Packet for scholars to complete during the absence.

TUTORING AND ENRICHMENT

Because we assess scholars regularly, we know their academic progress well and can identify struggling scholars promptly. We have support systems ready to help them succeed. To prevent scholars from falling behind, Classical Charter Schools provide mandatory tutoring as a part of its educational program every January-May in preparation for the rigorous New York State Assessment in Math and English Language Arts in grades 3-8. The ability to quickly identify any difficulties rests in our six-week assessments, which evaluate each scholar's grasp of core skills and content knowledge. These will allow teachers to immediately identify and address any deficiencies in learning. Additionally, this system will allow teachers to identify scholars who require additional enrichment opportunities beyond those of the classroom.

PROGRESS AND REPORT CARDS

At Classical Charter Schools, we believe that parents/guardians should be notified of their child's progress on a regular basis. Scholars and families receive a Progress Report of the scholar's academic progress three times a year in the form of a Report Card, after major internal assessments. These means of communication can help teachers and families to address any concerns before the end of the marking period. Scholars and families also receive a formal Report Card three times per year; Fall, Winter, and Spring.

Parents **must** come to school for the Fall and Winter Report Card conferences with their scholar's teachers. If parents do not attend a conference, they will not receive their scholar's Report Card.

ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION

Classical Charter Schools believes that all children, regardless of English Language proficiency or special education needs, can learn and achieve at high levels. Therefore, we provide resources for special education scholars and to ensure that all scholars with limited English proficiency (ELL) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

Classical Charter Schools is equally committed to those scholars with Individualized Education Plans (IEPs). Scholars who are mandated to receive Speech, Occupational Therapy, Physical Therapy, Special Education Teacher Support Services (SETSS), or counseling will receive all services as our Director of Special Education demands.

VII. FOOD, TRANSPORTATION, AND HEALTH

BREAKFAST AND LUNCH

Breakfast and lunch will be available at Classical Charter Schools each day, free of charge.

- Families must complete one School Food application per household to participate in the school food program.
- To create the best learning environment and enhance the overall health and well-being of our scholars, only send nutritious food and drinks to school. Unhealthy foods, including snacks or drinks (sodas or juices heavy in sugar, full-size candy bars) are highly discouraged.
- If you choose not to participate in the lunch program, all beverages brought from home must be in plastic bottles or containers.
- Please do not include food items that contain peanuts or nuts of any kind, as we are nut-free schools.

TRANSPORTATION

The Office of Pupil Transportation provides bus transportation, starting the first day DOE schools open. Please arrive at the bus stop 10 minutes early.

- Scholars who live between ½ mile and 5 miles from the school are eligible to receive transportation.
- Scholars will receive a school bus transportation schedule at the beginning of the school year.
- Students not eligible for busing may receive a Student MetroCard if assigned by the state.

BUS BEHAVIOR

The school bus is an extension of our school. Parents are required to sign a busing contract outlining bus rules and procedures prior to starting bus service. Our bus contract is in place to ensure scholars have a safe trip and that parents pick up scholars on-time. Bus drivers must focus on the road to ensure that all students remain safe. We attempt to have Bus Attendants on each bus on both the morning and afternoon routes. Bus Attendants are employed by the school. However, the majority of New York City schools do not have such arrangements, and we cannot guarantee that our buses will have Bus Attendants.

- The Code of Conduct applies to riding on the bus and waiting for the bus at bus stops.
- Scholars must remain in their seats, talk quietly, and follow all directions from the driver.
- Inappropriate conduct on the bus may result in suspension or loss of transportation services.

If your child is suspended from the bus, you are responsible to provide alternate transportation.

MEDICAL RECORDS AND HEALTH SERVICES

The schools will either have health services provided by Montefiore Health Center (SBC I) or a Department of Education registered school nurse (SBC II, III, and IV). Parents must complete forms giving the Center and nurse permission to administer health care to their child. The Center checks all health records and ensures that each scholar is properly immunized. If your child requires medication during school hours, we will assist by administering medication. However, medication may not be legally given or stored without completion of the Medical Administration Form (MAF) required by the State. This policy applies to all medicine, including aspirin, Tylenol, ADHD medication, asthma pumps, and any over-the-counter medicines.

STUDENT RECORDS

The School Director will discuss, and make available to the parents, any records on file. If parents wish to examine their scholar's record, they should submit a request in writing to the Operations Manager. Within 10 days, the parent will be allowed to inspect the file and may request copies. There are two different types of student records, which will be treated differently. Directory Information is demographical information about the student: such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent/guardian. Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without written consent from the parent/guardian.

For your child's safety, please notify the Main Office of any changes in your child's contact information.

SCHOOL VISITOR POLICY

Classical Charter Schools welcome parents/guardians as volunteers, observers, and partners in the education of our scholars. This is subject to change due to Covid-19 protocols. To minimize any disruption in learning, we ask visitors to do the following:

- Upon arrival, all visitors must sign in at the Main Office and obtain a Visitor's Badge.
- Unannounced classroom visits are not permitted, as it disrupts the teacher and valuable instruction time.
- Parents who would like to visit the school's classrooms for an extended time must plan and schedule the event at least one day in advance.
- Parents who would like to volunteer at the school must contact the school. Volunteers are required to sign our Volunteer Code of Conduct.

LOST AND FOUND

Parents/guardians may visit between 8:00 a.m. and 5:00 p.m. to search the Lost-and-Found. At several times in the school year, unclaimed items left in the box will be donated to a local charity.

SCHOOL CLOSURE

Classical Charter Schools closes school **only** when instructed by the New York City Department of Education. Parents should watch any major news, call the school, access their Jupiter account and check their email and the school website to find out if school is closed.

VIII. FAMILY ADVISORY COUNCIL

Classical Charter Schools recognizes the immense importance of the parental and familial voice in a scholar's education. To this end, we have an active Family Advisory Council (FAC).

The primary goal of the FAC is to develop and enhance communication and involvement among Classical Charter Schools' families and the school staff and administration. The FAC is a network for parents to obtain relevant information and support their child's education. Open communication and mutual respect are the foundations of the FAC. Classical Charter Schools strongly believes that through the FAC and the activities of the Board of Directors, it can educate parents and the community about its values and work closely with both groups to attain its goals.

The FAC meets monthly with the Dean of Students. Specifically, the FAC focuses on mentoring projects, providing support for extra-curricular and extended classroom projects, school trips, recruitment of volunteers, the Call Back Program (including emergencies or school cancellations), clothing drives, Community Gatherings, and other special events, and more.

In addition to FAC meetings, the Dean team leads monthly family workshops. Workshops are meant to provide families with information and resources that will support the success of their scholar. Workshop topics may include homework support, financial literacy and state test preparation. Deans also invite community organizations to take part in workshop presentations at various points throughout the year. Workshop topics are consistent across school sites.

IX. GENERAL SCHOOL INFORMATION

CONTACT INFORMATION

Classical Charter Schools is open from 8:00 a.m. to 5:00 p.m. on all weekdays.

South Bronx Classical Charter School I

977 Fox Street, Bronx, NY 10459

Main Office phone: 718 860 4340

Fax: 718 860 4125 **General Email:** OPS1@Classicalcharterschools.org

South Bronx Classical Charter School II

333 E 135th Street, Bronx, NY 10454

Main Office phone: 718 292 9526

Fax: 718 732 2945 **General Email:** OPS2@Classicalcharterschools.org

South Bronx Classical Charter School III

3458 Third Avenue, Bronx, NY 10456

Main Office phone: 929 285 3025

Fax: 929 232 2025 **General Email:** OPS3@classicalcharterschools.org

South Bronx Classical Charter School IV

757 Concourse Village West Bronx, NY 10451

Main Office Phone: 347-508-4154 **General Email:** OPS4@Classicalcharterschools.org

You may access contact information and other up-to-date information on our website at www.classicalcharterschools.org

CLOSE PUBLIC TRANSIT

SBC 1

2 and 5 Train: to Simpson St.

6 Train: Hunts Point Ave.

Bx4, Bx5, Bx6, and Bx19

SBC 2

6 Train: 138th St. and Third Ave

Bx1, Bx2, Bx15, Bx21, Bx32, Bx33

SBC 3

B and D Train: 167th St.

Bx15, Bx21, Bx35, Bx41, Bx41-SBS

SBC 4

4, D, B, Train 161st and River Ave.

2 and 5 on 149th and Grand Concourse

BX19, BX1, BX 2, BX13, BX6

X. BOARD OF TRUSTEES

Classical Charter Schools is governed by a Board of Trustees that brings community, educational, and professional experience, and expertise to ensure the schools' success and the implementation of its mission. Board Meetings are open to the public. Dates, times, and locations can be found on the website and will be posted at the school. Please note that dates are subject to change, so please check prior to attending.



FAMILY HANDBOOK & CODE OF CONDUCT CONTRACT

ALL FAMILIES MUST REMOVE AND RETURN THIS CONTRACT

Classical Charter Schools prepare K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced master of New York State Performance Standards.

Education is a collaborative effort among students, parents, teachers, staff, and the community. We work together as partners to create the best possible education for our students. This contract outlines the rights and responsibilities of families and our staff. Please note that you are not required to sign this contract as a term of our child's admission to South Bronx Classical, but you may do so voluntarily because we believe that education requires all parties to do their best.

CLASSICAL CHARTER SCHOOLS AND THEIR STAFF PROMISE TO:

- ✓ operate in accordance with its mission and its charter from the State of New York.
- ✓ be open each school day from 7:45am to 4:30pm.
- ✓ be fully prepared for each and every lesson taught.
- ✓ permit parents to observe classes and meet with staff at any time, *with an appointment*.
- ✓ assign homework every night that is directly connected to the lessons in the classroom.
- ✓ communicate regularly with parents about their child's progress in person and by phone.
- ✓ return phone calls within 24 hours.
- ✓ enforce our Code of Conduct fairly and consistently.
- ✓ always protect the safety of all individuals in the building.
- ✓ host a Nights and/or Conference Nights during each trimester.

We sign this covenant voluntarily because we believe that the best education is a partnership between parents and the school.

PLEASE COMPLETE THE BACK PAGE





After receiving a copy of the CCS Family Handbook and reading the Code of Conduct *in its entirety*,

My child, _____, and I, their parent/guardian, _____, promise to:

- ✓ ensure that our scholar attends school **every day on time**, except in cases of illness.
- ✓ understand that 15 or more absences without a doctor's note puts our scholar at risk for retention and requires them to attend Summer Learning Academy (SLA).
- ✓ understand that 19 or more absences without a doctor's note will require that my scholar repeat the grade.
- ✓ understand that 7 unexcused tardies and early pick-ups equates to 1 absence
- ✓ ensure that my scholar wears a **clean and complete** Classical Charter Schools uniform every day and understand that my child will not be allowed to start the day unless he or she is wearing the proper uniform.
- ✓ create a quiet home setting and check our scholar's homework each night to ensure that it is complete and accurate.
- ✓ understand that I may lose privileges and have other disciplinary consequences if I break rules or do not live up to the Six Character Pillars (Trustworthiness, Fairness, Citizenship, Responsibility, Caring, Respect)

I sign this covenant voluntarily because we believe that the best education is a partnership between parents and the school.

Signed: _____

Date: _____

ALL FAMILIES MUST REMOVE AND RETURN THIS CONTRACT



MANUAL FAMILIAR Y CONTRATO DE CÓDIGO DE CONDUCTA

TODAS LAS FAMILIAS DEBEN SEPARAR Y DEVOLVER ESTE CONTRATO

Classical Charter School prepara a niños de K - 8º grado en el Sur del Bronx para sobresalir en la universidad y las escuelas preparatorias. A través de un programa de estudios clásicos y muy estructurada, los estudiantes se convierten en ciudadanos de impecable carácter que logran el dominio y maestro de los exámenes del Estado de Nueva York.

La educación es un esfuerzo colaborativo entre los estudiantes, padres, maestros, personal, y la comunidad en su conjunto. Trabajamos juntos como socios para crear la mejor educación posible para nuestros estudiantes. Este contrato describe los derechos y las responsabilidades de las familias y de nuestro personal. Tenga en cuenta que no están obligados a firmar este contrato en los términos de la admisión de su hijo/a, pero puede hacerlo voluntariamente, porque creemos que la educación requiere que todas las partes a hacer lo mejor.

CLASSICAL CHARTER SCHOOLS LE PROMETE A USTED:

- ✓ Operar de acuerdo con su misión y sus estatutos por parte del Estado de Nueva York.
- ✓ Abierto cada día de escuela de 7:45 am hasta 4:30 pm.
- ✓ Estar plenamente preparada para todas y cada una de las lecciones que se enseña.
- ✓ Permiso a los padres a observar las clases y cumplir con el personal en cualquier momento, *con una cita*.
- ✓ Asignar la tarea cada noche, que está directamente relacionada con las lecciones en el aula.
- ✓ Comunicarse periódicamente con los padres sobre el progreso de su hijo/a en persona y por teléfono.
- ✓ Regresar llamadas telefónicas dentro de las 24 horas.
- ✓ Hacer cumplir nuestro Código de Conducta de manera justa y consistente.
- ✓ Siempre proteger la seguridad de todos los individuos en el edificio.
- ✓ Tarjeta de Noches de acogida y / o Conferencia Noches en cada trimestre.

Firmamos este pacto voluntariamente, porque creemos que la mejor educación es una asociación entre los padres y la escuela.

PLEASE COMPLETE THE BACK PAGE





Después de recibir una copia del Manual de Familia y leyendo el Código de SBCCS,

Mi hijo, _____, y yo, su padre/tutor _____, prometemos:

- ✓ Asegurar que nuestros estudiantes asisten a la escuela a tiempo todos los días, menos en los casos de la enfermedad.
- ✓ entender que 15 o más ausencias sin una nota del doctor resultará en que nuestro estudiante corra riesgo de estar retenido y requiere que atienda el Summer Learning Academy (SLA).
- ✓ entender que 19 o más ausencias sin una nota del doctor requerirá que mi estudiante se repita el grado.
- ✓ Entender que 7 tardanzas injustificadas y recogidas tempranas igualan una ausencia.
- ✓ Crear un hogar tranquilo y estudioso y verificar la tarea cada noche para garantizar que este completa y exacta.
- ✓ Entiendo que puede perder los privilegios y tienen otras consecuencias disciplinarias si rompo las reglas o no estoy a la altura de los Seis Pilares de caracteres (Confianza, Justicia, Ciudadanía, Responsabilidad, Cuidado, Respeto)

Firmo este pacto voluntariamente, porque creemos que la mejor educación es una asociación entre los padres y la escuela.

Firma: _____

Fecha: _____

TODAS LAS FAMILIAS DEBEN SEPARAR Y DEVOLVER ESTE CONTRATO