FULL APPLICATION COVER PAGE

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PROPOSED CHARTER SCHOOL NAME: Hellenic Classical Charter School Dyker Heights

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?

(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

(No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Charles Capetanakis	[redacted]	

	Public Contact Name	Email Address	Phone Number
	Joy Petrakos	[redacted]	[redacted]

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 20 (Brooklyn)		

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 09/05/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-6	75	75	75	75	75
1st	5-7	75	75	75	75	75
2nd	6-8		75	75	75	75
3rd	7-9			75	75	75
4th	8-10				75	75
5th	9-11					75
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		150.0	225.0	300.0	375.0	450.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

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

FULL APPLICATION SUMMARY

Proposed Charter School Name[1]	Hellenic Classical Charter School - Dyker Heights (HCCS-DH)
Application History	HCCS-DH is modeled on HCCS-Park Slope, a charter school located in NYC Community School District 15. This is the first application submitted for HCCS-DH.
Proposed Board Chair Name	Charles Capetanakis
Proposed Board Chair Email Address	[redacted]
Proposed Board Chair Telephone Number	
Public Contact Name	
Public Contact Email Address	
Public Contact Telephone Number	
District of Location	CSD 20
Opening Date	9/4/2019
Proposed Charter Term[2]	5-year term
Proposed Management Company or Partner Organizations	NA

Projected Enrollment and Grade Span for Indicated Years

Year	Grades	Enrollment
1	K-1	150
2	K-2	225
3	K-3	300
4	K-4	375
5	K-5	450

Mission Statement:
The Hellenic Classical Charter School - Dyker Heights ("HCCS-DH") will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.

[1] N.Y. Education Law § 2851(2)(k)
[2] N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

Summary of the proposed school (2 pages max)

The Hellenic Classical Charter School - Dyker Heights ("HCCS-DH") will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens. HCCS-DH will be located in the Dyker Heights section of NYC Community School District (CSD) 20. CSD 20 spans the southwest corner of Brooklyn, near the Verrazano Bridge, and includes the neighborhoods of Borough Park, Bay Ridge, Dyker Heights and the southern section of Sunset Park as well as the Fort Hamilton army base.

HCCS-DH shares its mission with HCCS-Park Slope ("HCCS-PS"), a charter school located in NYC Community School District 15 that has a long and consistent history of success, and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. The two schools will share one Board of Trustees. Christina Tettonis, current Principal of HCCS-PS, will transition to the role of Superintendent for both HCCS-PS and HCCS-DH. Currently, HCCS-PS has a "principal-in-training," sponsored through the School Empowerment Network's Charter Leader Fellowship program who will become principal of HCCS-DH.

At HCCS-DH, students will gain a global perspective as they build core skills in all academic areas and develop the social-emotional skills necessary to sustain them throughout their lives. In our full application, we included specific measures related to the following three goals, which we will use to monitor and assess the success of the school:

- ***Goal 1 – Establish and maintain high academic attainment and continuous improvement for all students.***
- ***Goals 2: Establish and maintain an engaging, inclusive and supportive learning environment for all students.***
- ***Goal 3: Establish and maintain the school as a well-run organization capable of sustaining long-term success.***

Furthermore, we are proposing to build HCCS-Dyker Heights around 3 key design elements that represent the most significant and/or unique feature of the school:

1. **A rigorous classical education that is rich in challenging content** – HCCS-DH will provide rigorous instruction in a classical education model that uses standards-based curriculum, didactic instruction, coaching, and intensive academic support. HCCS-DH will blend the Paideia Model for instruction that mixes the rigors of a classical education with inclusive teaching and learning with the Workshop Model, which is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking. Because this proposed model differentiates and individualizes instruction, the model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.
2. **Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies** - The Greek instruction program, which includes acquisition of the Greek language and the study of Greek history and culture within a rigorous academic model that includes the standards-based curriculum, will provide students with unique and outstanding educational experiences that support their growth and improve their competitiveness in the global economy. We will implement this program in consultation with the Greek Ministry of Education, which has provided support for HCCS-Park Slope over the past 13 years. The alignment of the Greek program curriculum with the ELA

curriculum will ensure that the reading, writing and language arts instruction in English and in Greek are complimentary. In short, because of the Greek and Latin studies, we maintain that our graduates will be familiar with the roots of over 90% of the words in the English language.

3. **Preparing students for long-term academic success** - HCCS-Dyker Heights will focus on the mission of college and career readiness for our students. While in our first charter period, HCCS-DH will only include grades K-5, we plan—if successful in the first term—to expand to grades K-8 in the second term. In our first charter term, we will build the foundations that students and parents need in order to establish the expectations and habits of mind necessary for long-term academic success. During our second charter term, we will continue to work with these students and families to help them understand the high school admissions process, as well as college preparation, and other practices that will support them in preparing for, selecting and applying for entrance into high quality high schools.

Other notable features of the school's program include:

- A curriculum fully aligned with the NYS Next General Learning Standards (NYLS).
- Promoting an inclusive learning environment where students of all abilities and background are held to high expectations.
- Helping students develop their social emotional skills, including self-awareness, self-management, social awareness, interpersonal skills, decision-making skills and responsible behaviors.

HCCS-DH will develop a school culture where everyone—students, parents, teachers, staff and school leaders—are deeply committed to our students' success, as well as promote a professional learning environment and culture. By "success," we mean that students are prepared academically, socially and emotionally for long-term success in school and life. The school's culture will promote and embed a culture of "learners". We recognize that it is the early years of education that can truly determine and set the foundation for student's academic success and future. HCCS-DH culture will be one in which everyone works towards a growth mindset and the school community along with all stakeholders understand that all students can learn; likewise, teachers are willing to take risks in order to learn and reach positive outcomes. For this to happen, we must develop a school culture of "trust" by fostering positive relationships and promoting a supportive environment to all. HCCS-DH aims to helps students be "successful" by providing them with a holistic educational experience that includes a keen understanding of academic content in addition to helping them develop the "soft skills" they will need to grow and develop through middle school, high school, college and beyond.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Hellenic Classical Charter School Dyker Heights
Proposed School Locations (District):	20
Name of Exiting Ed. Corporation (If applicable):	N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

[1] N.Y. Education Law § 2854(2)(a)
[2] 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Charles Capetanakis*, hereby certify that the information submitted in this Full Application to establish *The Hellenic Classical Charter School Dyker Heights* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chair:
Date: 8/1/2018

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

HCCS-DH Application to NYSED

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. MISSION STATEMENT, OBJECTIVES AND GOALS

HCCS-DH's Mission

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

Objectives

HCCS-DH shares its mission with HCCS-Park Slope ("HCCS-PS"), a charter school located in NYC Community School District 15 that has a long and consistent history of success, and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. The two schools will share one Board of Trustees. Christina Tettonis, current Principal of HCCS-PS, will transition to the role of Superintendent for both HCCS-PS and HCCS-DH. Currently, HCCS-PS has a "principal-in-training," sponsored through the School Empowerment Network's Charter Leader Fellowship program who will become principal of HCCS-DH. As evidenced by the success of HCCS-PS and our plan to build upon that foundation, HCCS-DH will be able to advance all of the objectives established in Education Law §2850(2):

Goals

HCCS-DH's goals align with our educational philosophy and key design elements. Following are our three main goals and the measures we will use to monitor and assess success,

Goal 1 – Establish and maintain high academic attainment and continuous improvement for all students.

a. Throughout the course of the charter term, HCCS-DH will show progress towards achieving 75% of its 3rd-5th graders, who have been enrolled at the school on BEDS day for at least two consecutive years
- performing at or above Level 3 on the NYS ELA exam.
- performing at or above Level 3 on the NYS Math exam.

b. Throughout the course of the charter term, HCCS-DH will show progress towards achieving 75% of its 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Science exam.

c. Throughout the charter term, each grade-level cohort of HCCS-DH students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on:
- the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.
- the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.

d. Each year, the percent of HCCS-DH students performing at or above Level 3 on the NYS ELA exam and NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 20.

e. Each year, on the Spring administration of the Fox in the Box early literacy assessment

- 75% of kindergarten students who were enrolled at the School on BEDS day will perform at or above a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and at or above a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling, decoding, sight words, and emergent reading strands.
- 75% of the 1st grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 4 on the spelling, decoding, vocabulary, sight words, reading accuracy.
- 75% of the 2nd grade students who have been enrolled at the School on BEDS day for at least two consecutive years will perform at or above Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands.

f. Each year, all students in Grades 2 through 5 who were enrolled in the School for at least two consecutive BEDS dates will average at least five percentile points of growth on NWEA MAP Reading and Math assessments until average percentile score reaches 85.

g. Each year, 75% of all students in Grades 1 through 5 who were enrolled in the School for at least two consecutive BEDS dates will grow a minimum of 2 levels as measured by the F&P assessment regardless of incoming F&P level.

h. Each year, 75% of all students in Grades 2 through 5 who were enrolled in the School for at least two consecutive BEDS dates, including students with disabilities, ELLs, and economically disadvantaged students, will achieve at least one year of growth on NWEA MAP.

i. By the end of the school year, 75% of kindergarteners who were enrolled on BEDS day will be able to:
   - recognize all Greek Letters in their print form, as measured by a Greek Letter Recognition and Writing Common Assessment
   - communicate verbally as measured by the HCCS Greek Verbal Common Assessment

j. By the end of the school year, 75% of first graders who were enrolled on BEDS day for at least two consecutive years will be able to:
   - write all the Greek alphabet in print, as measured by a Greek Letter Recognition And Writing Common Assessment
   - perform proficiently in listening, as measured by the Greek Listening Common Assessment
   - perform proficiently in reading, as measured by the Greek Reading Common Assessment
   - communicate verbally as measured by the Greek Verbal Common Assessment

k. By the end the school year, 75% of students in grades 2-5 who were enrolled on BEDS day for at least two consecutive years will perform proficiently in oral, reading, listening, and writing skills, as measured by the Greek Verbal, Reading, Listening, and Writing Common Assessments.

Goal 2: Establish and maintain an engaging, inclusive and supportive learning environment for all students.

a. Recruitment – Each year, HCCS-DH will meet or exceed enrollment and retention targets as prescribed by the Board of Regents, through the State Education Department, of students with disabilities, English language learners, and students who are eligible for the free- and reduced-price lunch program.

b. Attendance - At the end of each school year, HCCS-DH will have an average daily student attendance rate of at least 95%.

c. Retention - Each year, 95% of all students enrolled at HCCS-DH during the last day of the school year will return the following September, not including those who move out of area.
d. Parent Satisfaction - Each year, parents will express satisfaction with HCCS-DH's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if at least 50% of the parents participate in the survey.
e. Staff Satisfaction and Retention - Each year, teachers will express satisfaction with HCCS' leadership and professional development opportunities, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if at least 50% of the teachers participate in the survey.

Goal 3: Establish and maintain the school as a well-run organization capable of sustaining long-term success.

a. Each year, HCCS will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.
b. Each year, HCCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.[i]
c. Each year, HCCS will operate on a balanced budget and maintain a stable cash flow.

B. KEY DESIGN ELEMENTS

At HCCS-DH, students will gain a global perspective as they build core skills in all academic areas and develop the social-emotional skills necessary to sustain them throughout their lives. We are proposing to build HCCS-Dyker Heights around 3 key design elements:

1. **A rigorous classical education that is rich in challenging content** – HCCS-DH will provide rigorous instruction in a classical education model that uses standards-based curriculum, didactic instruction, coaching, and intensive academic support. HCCS-DH will blend the Paideia Model for instruction that mixes the rigors of a classical education with inclusive teaching and learning with the workshop model, which is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. Because this proposed model differentiates and individualizes instruction, the model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.
2. **Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies** - The Greek instruction program, which includes acquisition of the Greek language and the study of Greek history and culture within a rigorous academic model that includes the standards-based curriculum, will provide students with unique and outstanding educational experiences that support their growth and improve their competitiveness in the global economy. We will implement this program in consultation with the Greek Ministry of Education, which has provided support for HCCS-Park Slope over the past 13 years. The alignment of the Greek program curriculum with the ELA curriculum will ensure that the reading, writing and language arts

instruction in English and in Greek are complimentary. In short, because of the Greek and Latin studies, we maintain that our graduates will be familiar with the roots of over 90% of the words in the English language.

3. **Preparing students for long-term academic success** - HCCS-Dyker Heights will focus on the mission of college and career readiness for our students. While in our first charter period, HCCS-DH will only include grades K-5, we plan—if successful in the first term—to expand to grades K-8 in the second term. In our first charter term, we will build the foundations that students and parents need in order to establish the expectations and habits of mind necessary for long-term academic success. During our second charter term, we will continue to work with these students and families to help them understand the high school admissions process, as well as college preparation, and other practices that will support them in preparing for, selecting and applying for entrance into high quality high schools.

C. COMMUNITY & STUDENTS TO BE SERVED

HCCS-DH will be located in the Dyker Heights section of NYC Community School District (CSD) 20. CSD 20 spans the southwest corner of Brooklyn, near the Verrazano Bridge, and includes the neighborhoods of Borough Park, Bay Ridge, Dyker Heights and the southern section of Sunset Park as well as the Fort Hamilton army base. In recent years, the demographics of this community have changed with new immigrants coming from Asia, Latin America and the former Soviet Union. Along with changing demographics and student needs, CSD 20 is experiencing overcrowding in some of its schools as the residential population continues to grow.

Meeting the Needs of a Changing Community

HCCS-DH will implement a comprehensive plan to recruit, enroll, and retain a student body reflective of the emerging student needs of CSD 20 (see Section "How HCCS-DH Will Meet the Changing Community Needs"). Currently, while 23% of residents have a Bachelor's Degree and 17% have post-graduate educational experiences, the remaining 60% have not achieved a college education, with 19% completing "some college," 22% completing high school, and 19% having no degree at all. Over 15% of all individuals live below the poverty line and 22% of all children live in poverty. Approximately 40% of residents are foreign born, and 61% of students (ages 5-17) live in homes where a language other than English is the primary spoken language (25% Asian/Islander, 13% Indo-European, 9% Spanish and 14% Other).[ii]

This community snapshot shows ***the changing demographics of CSD 20***: an increasing percentage of students enter the district's schools with limited English proficiency and wider range of primary languages; there is an ever-widening gap between those who can afford to own homes in the area (the median home value is almost $850,000) and the 57% who rent or live in public housing; [iii] and the number of students enrolled in the public schools has grown from 39,899 in the 2007-2008 school year to 49,616 for the 2017-2018 school year—almost 10,000 more students in just 10 years.[iv] ***CSD 20 needs more public education opportunities for its growing community, particularly schools that are capable of educating diverse student communities.*** HCCS-DH, modeled on its sister school HCCS-Park Slope, will be able to help the district meet these students' needs.

Student Demographics & Achievement

CSD 20 serves 49,616 students, of whom 43.5% are Asian or Pacific Islander, 26.6% are Hispanic, 25.8% are White, 3.1% are Black, and .8% are Multiracial. Over 72% of students qualify for free-or-reduced lunch, 16% have disabilities, and 26% are ELLs. While CSD 20 schools have performed on par with other schools in New York State, there are clear gaps among

student groups, particularly for Black, Hispanic, Economically Disadvantaged, ELL and SWD students. The charts below show the performance gap between "all students" (average proficiency) in the district and each sub-group.

CSD 20 Student Performance Gaps
2017 NYS ELA
Grades 3-8

% All Students at Proficiency	Student Sub-Group	% Sub-Group at Proficiency	Performance Gap b/w All & Sub-Group
50%	Asian	58%	+8%
	Black	44%	-6%
	Hispanic	32%	-18%
	White	55%	+5%
	Current ELL	7%	-43%
	Never ELL	61%	+11%
	Economically Disadvantaged	46%	-4%
	Not Economically Disadvantaged	62%	+12%
	SWD	13%	-37%
	Not SWD	57%	+7%

When comparing ELA proficiency rates across subgroups, performance gaps are even more glaring with a 16-point gap between economically disadvantaged and not-economically disadvantaged students, 44-point gap between SWD and not SWD, and a 54-point gap between ELLs and students who have never been ELLs. Racial disparity is also prevalent, with Asian and White students performing above the average rate and Black and Hispanic students performing below, with as much as a 26-point gap between Hispanic (lowest performing subgroup) and Asian students (highest performing subgroup).

CSD 20 Student Performance Gaps
2017 NYS Math
Grades 3-8

% All Students at Proficiency	Student Sub-Group	% Sub-Group at Proficiency	Performance Gap b/w All & Sub-Group
57%	Asian	73%	+16%
	Black	32%	-25%
	Hispanic	29%	-28%
	White	55%	-2%
	Current ELL	30%	-27%
	Never ELL	62%	+5%
	Economically Disadvantaged	54%	-3%
	Not Economically Disadvantaged	66%	+9%
	SWD	19%	-38%
	Not SWD	63%	+6%

Again, when comparing math proficiency rates across subgroups, performance gaps are even more glaring with a 12-point gap between economically disadvantaged and not-economically disadvantaged students, 44-point gap between SWD and not SWD, and a 32-point gap between ELLs and students who have never been ELLs. Racial disparity is also prevalent, with Asian students performing above the average rate and White, Black and Hispanic students performing below, with as much as a 44-point gap between Hispanic (lowest performing subgroup) and Asian students (highest performing subgroup).

What is evident from this review of student performance data is that CSD 20 is in need of more public schools that can effectively educate diverse communities of learners. HCCS-DH will be modeled on HCCS-Park Slope, which has demonstrated this ability. HCCS-PS has been recognized for its student achievement in closing the gap between its subgroups over the last four consecutive years. Annually, HCCS-PS has met Adequate Yearly Progress (AYP) for all subgroups. As indicated by the New York State Education Reward Status, HCCS-PS is a high-performing K-8 school within a high-performing CSD. According to HCCS-Park Slope's School Quality Report, accountability in the subgroups have met the targets for student achievement in ELA and Math. HCCS-PS has a current rating of "Good" in ELA for closing the achievement gap and an "Excellent" rating in mathematics. As an example of the progress in reducing achievement gaps, the average proficiency rating for Students with Disabilities receiving SETSS (Special Education Teacher Support Services) exceeded targets according to the School Quality achievement rating and metrics. HCCS-PS performance data, including all accountability subgroups, exceeds CSD 15 and the city. Each year, HCCS-PS meets or makes progress in meeting its performance targets. This is a reflection of the academic rigor, intervention services and instructional practices that allow HCCS-PS to meet the needs of its diverse student population and community.

Other Educational Options in CSD 20

As CSD 20 currently ***does not have any charter schools in the district***, we are approximating "market demand" for HCCS-DH on borough-wide data and our experience at HCCS-Park Slope. According to a report by the New York City Charter School Center, there are approximately 2 applicants for every open seat in a charter school in Brooklyn for the 2018-19 school year (22,497 applicants for 10,872 seats). HCCS-DH's sister school, HCCS-Park Slope, currently enrolls 480 students in grades K-8 and maintains a waiting list of over 500 students. From this data, there is clearly significant demand for additional high quality elementary and middle schools in Brooklyn. There are four private K-8 schools located in Dyker Heights, the neighborhood where we proposed to locate HCCS-DH. Together, they service just under 1,000 students (see chart below). Based on publicly available data, the average tuition at these schools is over $5,000 annually, which puts them out-of-reach for the 72% of students in CSD 20 who are economically disadvantaged.

Private Schools in Dyker Heights
Serving Grades K-8

Private School	Number of Seats	Average Tuition	Financial Aid
St. Ephrem Catholic Academy	299	$4,825 for Catholic Students $5,675 for non-Catholic Students	Information Not Available
Leif Ericson Day School	114	$5,000	10% of students receive an average of $700
St. Bernadette Catholic Academy	373	Information Not Available	Information Not Available
Our Lady of Guadalupe	208	$4,825 for Catholic Students $5,675 for non-Catholic Students	Information Not Available

How HCCS-DH Will Meet the Changing Community Needs

Of the nearly 50,000 students enrolled in CSD 20 schools, approximately 36,700 are in grades K-8. The district is in greatest need of additional educational options at the elementary and middle school levels, particularly as the community continues to grow and more students enter the district's public schools than ever before (see growth data, above). In particular, as evidenced by student the demographic and performance data, CSD 20 needs schools that can educate a diverse community of learners. This is the very mission of HCCS-DH: to provide a diverse student body with a rigorous education in a dynamic environment. If we are granted a charter, by the 2023-2024 school year, HCCS-DH will be offering students an additional 450 seats in grades K-5 that are currently not available.

Community Support for HCCS-DH

The HCCS-DH planning team has conducted extensive outreach (see Section I.E and associated attachments) in which we focused on gaining community input on the school's location and design. We have collected 178 input surveys from community members living in CSD 20 and our target zip codes, which indicated nearly unanimous, positive support for our Key Design Elements. We collected 269 signatures indicating support for the proposed school in CSD 20; 70% of collected signatures came from current residents of CSD 20 and 42% of signatures (n=114) were collected from interested families with grade-eligible children. Members of the planning team visited every pre-school, Head Start and early childhood center in CSD 20 to learn about the needs of our potential incoming students. Members of the proposed Board of Trustees reached out to the local elected officials, of whom offered their full support for opening HCCS-DH as the first charter school in the district. The proposed Superintendent of HCCS-DH, Christina Tettonis, has spoken with Superintendent Karina Costantino to share the proposed plans for HCCS-DH in CSD 20 and to seek feedback on the proposed model. For more details on our community outreach and stakeholder input, please see Section I.E and associated attachments.

D. APPLICANT GROUP HISTORY & CAPACITY

As previously explained, HCCS-DH is modeled on HCCS-Park Slope, a charter school located in NYC Community School District 15 that focuses on providing a diverse community of learners with a rigorous education in a dynamic environment. HCCS-Park Slope has a long and consistent history of success, and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. HCCS-Park Slope currently enrolls 480 students in grades K-8 and maintains a waiting list of over 500 students.

In Fall 2016, the HCCS-Park Slope Board of Trustees decided to pursue opening a "sister school" in Brooklyn and during the 2016-17 and 2017-18 school years, board members and school leaders from HCCS-Park Slope researched local communities to identify the best location for a second school. Based on the receptiveness of CSD 20 leaders, the diverse community in the district, and interest of families, the Board selected Dyker Heights. The HCCS Board established an applicant team, which includes HCCS-Park Slope board members and school leaders, as well as parent leaders. The HCCS Board engaged the Center for Educational Innovation (CEI) to help develop the application, which includes input and expertise from both HCCS staff and board members. Following are brief biographical statements for each member of the HCCS-DH applicant team and proposed Board of Trustees:

Applicant Team Members

- **Christina Tettonis** is current Principal of Hellenic Classical Charter School (HCCS-PS)[v] and has been effectively and passionately leading the students and staff of HCCS-PS since 2007. Under her tenure, HCCS-PS has received two full-term charter renewals through the New York City Department of Education. In addition, the New York State Department of Education designed HCCS-PS as a Reward School for four consecutive years in recognition of the students' achievement. Previously, Mrs. Tettonis was the Principal of Public School 170 in Community School District 20 from 2002-2007; during this time, P.S. 170 was recognized as a high-performing/gap-closing school. She was also the director of the District 20 Drug and Alcohol Abuse Prevention Program for 5 years and has taught at two CSD 20 public schools. Born and raised in Brooklyn by Greek-American immigrants, the opportunity to share this culture with her students at HCCS-PS is an important part of Mrs. Tettonis' identity. Mrs. Tettonis received a Certificate in Administration and Supervision from the College of Staten Island-CUNY and Masters in Elementary Education from Wagner College.
- **Joy Petrakos** is the Founding Director of Operations of HCCS-PS. Since 2005, Ms. Petrakos has played a leadership role in student recruitment and admissions, personnel hiring and other human resources functions, renewal planning, financial operations, compliance and reporting (e.g. Annual School Reports), and public relations. During her tenure as Director of Operations at HCCS-PS, Ms. Petrakos has complied with 13 Audit Reports—all in good standing, with no significant findings—and has been a significant contributor to the HCCS-PS renewal applications, which resulted in two renewals granted for 5-year terms (2019 renewal application in progress). Ms. Petrakos is also responsible for and maintains a strong partnership with The Greek Ministry of Education as the school's Greek Government Liaison.
- **Natasha Caban** is the Assistant Principal of HCCS-PS and has overseen the teaching staff in this role since 2008. Ms. Caban has been in education for thirteen years, starting as a Special Education teacher and coordinator at HCCS in 2005. In this role, she established a comprehensive Special Education program in the school and managed all student IEPs. In serving as the Assistant Principal of the school, Ms. Caban has facilitated professional development, coordinated the school-wide assessment program, monitored student data in order to make adjusts to the instructional core, and supervised all Academic Intervention services. She holds a Master's Degree in Literacy and Cognition from St. Joseph's College and certifications in Early Childhood General Education and Early Childhood Special Education.
- **Catherine Kakleas** has served as the Dean of Academics at HCCS-PS for eight years. She has been an educator for twenty-three years and began her HCCS career as a first-grade teacher in 2005. After six years in the classroom, Ms. Kakleas took on the role of HCCS-PS Literacy Coach and Pre-K Educational Director. As Dean of Academics, Ms. Kakleas provides instructional leadership, coaching, curriculum development, and staff professional development through a model centered on collaboration, reflection and personal growth. She holds a Master of Science in Childhood Education from the College of Staten Island.
- **Dena Capetanakis** has served as the Special Events Coordinator for HCCS-PS for the past ten years. Through Ms. Capetanakis' outreach and public communications efforts, the school has sustained and deepened administration and faculty interactions with the parents, elected and appointed officials and the larger community. This outreach includes planning all HCCS events for families and the general public, preparing daily announcements for families, creating monthly newsletters and calendars for families, maintaining a user-friendly public website for the school, creating and maintaining community partners, and serving as liaison

to the PTA. Ms. Capetanakis holds an M.B.A. from the College of St. Rose and serves on the Board of Trustees at Holy Cross Brooklyn Outreach Center.

Proposed Board of Trustees

- **Charles Capetanakis** – Charles Capetanakis is a Partner at Davidoff, Hutcher & Citron LLP in New York City (2006 to present). Charles Capetanakis' areas of practice include real estate and estate matters and the related civil and white collar criminal litigation, including securities arbitrations and investigations. Mr. Capetanakis is also a member of the Firm's government relations practice dealing in various commercial and educational matters. Mr. Capetanakis holds a Bachelor of Science degree from New York University where he was President of the Student Body and received numerous honors, and a Juris Doctors' degree from the Fordham University School of Law, where he was a member of the Moot Court Board and the Environmental Law Report. Mr. Capetanakis was elected to New York City's Board of Education (District 20) Community School Board in 1993, 1996 and 1999 and served as Chairman in 1994-97 and 1999-2000. In 2001, Governor George E. Pataki nominated Mr. Capetanakis as a member of the New York State Project Finance Agency. In 2003, Mr. Capetanakis was elevated to Vice-Chairman of the Agency. In 2002, Mayor Michael R. Bloomberg appointed Mr. Capetanakis as a Commissioner to the New York City Redistricting Commission. In 2005, Governor George E. Pataki nominated Mr. Capetanakis as a member of the New York State Municipal Bond Bank Agency and Tobacco Settlement Financing Corporation. Mr. Capetanakis was the lead Applicant and Founder and is the present Chairman of the Hellenic Classical Charter School. Mr. Capetanakis is also a Certified Public Accountant.
- **Mr. Nikolaos Leonardos is the Principal and** Managing Agent of the real estate firm Dafnonas Estates LTD and brings a strong facility and financial experience to the application team. Mr. Leonardos currently serves as the Treasurer of the HCCS-PS Board of Trustees and has served in this role since the school's inception. Mr. Leonardos holds a Master of Arts in Political Science from New York University. He is also a Board Member of Community Board No. 10.
- **Harvey Newman** has worked in public education in New York City and abroad as a teacher, administrator, founding board member of charter schools and advisor to charter and public schools. For 15 years, Mr. Newman was a Senior Fellow at the Center for Educational Innovation (CEI) where he led school improvement and policy reform initiatives. Prior to joining CEI, Mr. Newman was a leader in East Harlem's Community School District 4 where he oversaw the District's school choice program. Mr. Newman serves on the Board of Directors of John V. Lindsay Wildcat Academy as well as Hellenic Classical Charter School.
- **Effie Lekas's** 33-year career has been devoted to Hellenic studies and teaching of the modern Greek language and Hellenic culture. As a Board of Trustees Member of HCCS-PS since 2005, Ms. Lekas has served on the education committee, providing insights into the instructional program of the school. Ms. Lekas is currently the Assistant Director of the Center for Byzantine and Modern Greek Studies at Queens College in New York. She holds an MBA in Financial and International Economics from Pace University.
- **Grazia Svokos** is a university instructor and education doctoral student who is writing a dissertation about second-language writing and E-learning technologies in education. Ms. Svokos is an Adjunct Instructor for Northeastern University and teaches Workplace Communication & English Composition. She is a course author as well as a practiced lecturer and brings a deep understanding of learning philosophy to the proposed Board of

Trustees. In addition to being a member of the HCCS- PS Board of Trustees, Ms. Svokos currently sits on the Board of Trustees for WNET.

- **Mr. Nikiforos Mathews** is a Partner at the law firm of Orrick, Herrington & Sutcliffe LLP where he represents financial institutions, governmental and regulated entities, not-for-profits, and corporations in structuring and negotiating a broad range of transactions. He has been involved in education as a charter school board member, law school lecturer and Chair of Training for the Structured Finance Practice Group of his law firm. Mr. Mathews is on his firm's Professional Development Committee and he has led the global Structured Finance Practice Group training program. Mr. Matthews received his J.D. from Benjamin N. Cardozo School of Law, served in the United States Army Reserve for 8 years, and has served on the HCCS-PS Board of Trustees since 2004.

E. PUBLIC OUTREACH

The HCCS-DH applicant team has conducted the following outreach to date:

- Solicited support through online and paper petitions.
- Solicited feedback through online and paper surveys about school design.
- Launched a public website (www.hccsdh-nys.org) and social media (e.g. HCCS's Facebook page).
- HCCS-PS alumni volunteers and members of the applicant group distributed flyers and brochures to parents and local businesses.
- Held a public information meeting in District 20.
- Performed outreach to elected officials who represent the community.
- Performed outreach to local community leaders.
- Performed outreach to the District 20 Community School Superintendent and Community Education Council.
- Visited all preschools and daycares in District 20 to inform them about our charter application and solicit input on the school's design.

Through this outreach, we have collected the following evidence of support from parents and the community:

- Approximately 269 petition signatures in support of opening the school; 70% of collected signatures came from current residents of CSD 20 and 42% of signatures were collected from interested families with grade-eligible children
- Over 1,002 unique visitors to our website and 725 people reached via the Hellenic Facebook page updates on the new school, with 116 "reactions" to posts about HCCS-DH and 47 "shares" of HCCS-DH announcements, further growing the reach with each unique share to a new group of followers.
- More than 60 parents attended our public information sessions in District 20.
- Over 145 parents have responded to our survey about what they would like to see included in the design of HCCS-DH.
- We have received numerous letters of support from elected officials and community leaders.
- One third of the current student population at HCCS-Park Slope resides in District 20, exhibiting a strong family base from the proposed neighborhood.

In addition, as noted in Table 2, we have received several letters of support for HCCS-DH, including letters from:

- Congressman Daniel M. Donovan, Jr.: *"This is a historic opportunity to help our students gain the skills and confidence needed to achieve their full potential."*
- Nicole Malliotakis, Assembly Member, 64th District: *"As one of Brooklyn's elected officials, I support Hellenic Classical Charter School Dyker Heights' application. I am confident that this school will build upon the educational strengths of its District [15] School, fill a void in the Dyker Heights community, and serve as an outstanding educational facility for those I represent."*
- Janice Lebby, Parent of Two Current HCCS Students: *"As a frequent visitor to your school, I have witnessed the wonderful work you and your entire staff do for children. By replicating your proven successful model, you will be able to accommodate your substantive waiting list and help touch the lives of more students in Brooklyn."*
- Denise Scaravella, CHiPs Soup Kitchen and Shelter Executive Director: *"We in the community are always looking for individuals and institutions that will help better our neighborhoods and that is why I fully support your work to open The Hellenic Classical Charter School Dyker Heights."*
- Anthony Grigos, Bay Ridge Federal Credit Union (BRFCU) President and CEO, Parent of HCCS Students: *"As a parent of three children who have either attended or are attending HCCS, I have seen how you transformed my students from young children into confident, intelligent young men and women who are well prepared and ready to contribute to the community."*
- KerryAnn Williams, Parent of HCCS Student: *"[My daughter] has successfully been accepted to her first-choice selections for both public and Catholic high schools due to her enriched academic experience at the Hellenic Classical Charter School."*

During our outreach process, the emphasis has been on collecting feedback on the specific school design of HCCS-Dyker Heights, not just garnering general support for a new charter school. Responses to the parent survey reflect overall support for the school design with 98% of respondents rating study of Greek language and culture as Important or Somewhat Important. The following table outlines the most repeated pieces of feedback from potential parents and community members received during the outreach period:

Most Frequent Feedback Received	**Applicant Team Response**
1. Outdoor facilities and a playground/ More physical activity.	The school will prioritize outdoor space if possible; extra physical activity and outdoor time will be provided e.g. morning line-ups outside; additional recess opportunities in the morning, after lunch and after school.
2. Smaller classrooms.	Classes will be capped at 25 students.
3. Enrichment programs in arts, music, language/infuse learning with the Greek language and culture while maintaining a balance between core subjects and the arts.	This represents a key focal point of the HCCS model that is being replicated; HCCS-Dyker Heights will provide all 4 arts disciplines (visual art, dance, music, theater), including school-wide productions incorporating arts, the Greek language and all disciplines of music.
4. Keeping with the family and cultural feel and values of HCCS/supporting both the parents and student's needs.	There will be 4 formal opportunities for parents to receive feedback on their students in addition to the informal, periodic feedback provided (e.g. all teachers will provide parents with their HCCS email address). HCCS-Dyker Heights will hold 2-3 family engagement opportunities per month to ensure a sense of unity and inclusion in the school, including student and parent workshops, movie and games nights, and arranged classroom visits; Families will receive weekly emails on school updates and upcoming events.

5. Safety and security.	HCCS-Dyker Heights decided to budget for two full-time school safety agents.
6. Quality of the teachers and faculty/ experienced teachers / the same caliber of individuals that genuinely care and are heavily invested in our children (which HCCS-Park Slope has).	HCCS-Dyker Heights will hold the same standards of quality for teachers and staff as Park Slope, including the belief that teachers must be learners who are deeply committed to professional development and collaboration across faculty. The replication model will include peer reviews, collaborative team work among faculty, appointment of teacher leaders, and regular teaching coaching, as well as a refined staff recruitment plan. Teachers will be expected to be experts in their discipline; they will be well-supported by school leadership to ensure career fulfillment with Hellenic.

We continue to collect input from parents, as well as students and other stakeholders to inform our application (please see Table 2 for a summary of feedback from these many sources).

F. ENROLLMENT, RECRUITMENT, AND RETENTION

We propose to open HCCS-DH in the 2019-2020 school year with 150 students in grades K-1 (75 students in each grade) and then add a grade each year throughout the charter term until the school includes 450 students in grades K-5 during the 2023-2024 school year. If successful, HCCS-DH will then request to expand during a second charter term to include grades 6, 7, and 8 in the same yearly pattern until in school year 2026-2027, HCCS-DH will serve 675 students in grades K-8.

HCCS-Dyker Heights Enrollment Plans
during requested charter period[vi]

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
K	5-6	75	75	75	75	75
1st	6-7	75	75	75	75	75
2nd	7-8		75	75	75	75
3rd	8-9			75	75	75
4th	9-10				75	75
5th	10-11					75
Totals		**150**	**225**	**300**	**375**	**450**

Our enrollment plan is based on the successful enrollment and retention strategies used at HCCS-Park Slope. As a K-8 school, we recognized that families in Brooklyn are eager to keep their students at the same school through elementary and middle school years. HCCS-PS applied for and was approved a K-8 charter. In the first year of operations of HCCS-PS in 2005, the school opened as a K-4 and gradually reached its enrollment goal with a K-8 in school year 2009-2010. This allowed HCCS-PS to develop its third key design element, which HCCS-DH will share: preparing students for long-term academic success. In our first charter term, we will build the foundations that young students and their parents need in order to establish the expectations and habits of mind necessary for long-term academic success. During our second charter term, we will continue to work with these students and families to help them understand the high school admissions process, as well as college preparation, and other practices that will support them in preparing for, selecting and applying for entrance into high quality high schools.

Student Recruitment

HCCS-Dyker Heights aims to educate a diverse community of learners similar to that of HCCS-Park Slope, where the student body is comprised of 44% Hispanic or Latino, 27% White, 23%

Black or African American, 3% Asian or Native Hawaiian/Other Pacific Islander, 2% Multiracial, and 1% American Indian or Alaska Native. HCCS-DH will use similar strategies as HCCS-PS to achieve this diversity, including visits to pre-schools and day cares throughout all neighborhoods in District 20 to make parents aware of the option of applying to our school's lottery, distributing information about the school in multiple languages, and holding open houses for District 20 families at HCCS-Park Slope where they can see for themselves how we educate a diverse community of learners. We will use the following specific strategies to help recruit students with diverse abilities, experiences and backgrounds:

- Students with Disabilities: HCCS-DH will start with grades K-1 and add a grade each year following until we reach K-8. Based on this growth strategy, we are beginning our student recruitment process by reaching out to daycares and pre-K programs in the district. As part of this process, we are targeting five pre-school programs that only serve students with disabilities (SWDs). Our goal is to engage parents of these students, encourage them to apply to the admissions lottery and then, for those who gain entry, work with the parents and the pre-K providers to help these students transition into our school. More broadly, we will use marketing strategies that encourage applicants with disabilities to apply, including: special marketing materials aimed at students with disabilities; emphasizing the school's range of services and accommodations, and; outreach to the CSD 20's Committee on Special Education (CSE) and Community Education Council (CEC).
- English Language Learners: Similar to our strategy for recruiting SWDs, we are reaching out to pre-school programs with large communities of English language learners (ELLs). Should we be granted a charter, we will advertise the school in local Spanish-language and Asian media (e.g. newspaper), host targeted informational sessions for non-English speaking students in their native languages, and provide recruitment materials in multiple languages (i.e. brochures, handouts, website) that highlight unique services offered for ELL students.
- Economically Disadvantaged Students: As in the case of HCCS-Park Slope, we will actively recruit from the CSD 20 community to enroll the same or greater percentages of economically disadvantaged students (Currently, HCCS-Park Slope enrolls 60%, a higher percentage than its district which is at 50%). All of our outreach efforts will be spread across District 20. We will specifically target programs such as Head Start that service low-income families.

Interest in and Demand for HCCS-DH

As discussed in Section I.C, CSD 20 currently ***does not have any charter schools in the district***, despite the fact that there is overcrowding among district schools and there are approximately 2 applicants for every open seat in Brooklyn-based charter schools in Brooklyn. And, as discussed in Section I.E, our community outreach has resulted in extensive support for the application with 269 petition signatures in support of opening the school in CSD 20; 70% of collected signatures came from current residents of CSD 20 and 42% of signatures (n=114) were collected from interested families with grade-eligible children. Members of the planning team visited every pre-school, Head Start and early childhood center in CSD 20 to learn about the demand for a new elementary school.

Application, Admissions & Enrollment Plans

We will ensure that our application process is, to the greatest extent possible, easily accessible for all families. Our admissions policy and procedures are outlined in Attachment 1. In accordance with Education Law §2854(2)(b), we will make our application available in languages predominately spoken in our proposed community, and other languages as needed.

We will ensure a fair and equitable admissions process in accordance with §119.5. Should the number of timely submitted applications of eligible students for admission to a grade exceed the number of seats available, we will conduct a public, randomized selection process (lottery) within 15 days of April 1, 2019. In accordance with Education Law §2854(2)(b), enrollment preference will be provided to students residing in CSD 20 and siblings of students enrolled at our school. In accordance with Public Officers Law § 104, the date, time, and location of the lottery will be made known to the public. Two weeks prior, we will provide notice of the time and location of the lottery to the same media outlet we will use to post information about our Board meetings and will post this information on our website. Two weeks prior, we will conspicuously post notice of the lottery in multiple public locations where we also post information about our Board meetings. While families are welcome to attend, they are not required to do so and will not be penalized if they do not attend.

Families will receive a phone call and official acceptance notification in the mail if their child is accepted by the lottery and will have one week to accept the seat. If families do not respond or formally accept the seat within one week, the seat will be filled from the waitlist in numerical order. All vacant seats will be filled from the waitlist until full enrollment at each grade level is met.

Enrollment & Retention Targets

We intend to enroll a student body that reflects CSD 20. Using the NYSED Calculator, approximately 82.8% of students will be from low-income families; 13.5% will be students with disabilities; 29.7% will be ELLs. Our specific targets by the end of the first charter term are:

Enrollment and Retention Targets Based on full enrollment of 450 students		
	Enrollment # / %	**Retention # / %**
Economically Disadvantaged	375 / 82.8%	358/95.5%
Students with Disabilities	61 / 13.5%	58/95.6%
English language learners	134/ 29.7%	128/95.4%

We will use the comprehensive outreach and recruitment strategies described above to meet the enrollment targets. We will aim to retain all our students by first recognizing that the needs of each student are unique, including academic, social and emotional. For this reason, HCCS-DH will continue the successful practices from its sister school (HCCS-Park Slope), which serves a highly diverse community of learners. Specifically, we will set academic benchmarks based on data from formative and summative assessments, social/emotional benchmarks based on SEL assessments, and specific plans to support each student in reaching those benchmarks both in school and at home. Teachers will regularly communicate with parents/guardians about their student's performance and growth. At least eight times a year, teachers will formally review student performance and growth data with parents as part of a collaborative approach to addressing student needs. By differentiating the full educational program for each student, HCCS-DH will increase the likelihood to students will remain at the school where their needs are being met. We will use the following specific strategies to help retain students with diverse abilities, experiences and backgrounds:

- Students with Disabilities: Following best practices in educating students with disabilities (SWDs), HCCS-Dyker Heights will work closely with parents to transition students from

early intervention services to school-age services for students entering in kindergarten. Using the IEP as a guide, we will work with students, parents and teachers to integrate students into the general population as fully as possible. This includes offering "push-in" services through integrated co-teaching and using specialized instructional technology (as appropriate), among other strategies. As SWDs progress through the grades at our school, we will work closely with parents/guardians and the CSE to conduct three-year reviews and, as necessary, more frequent reviews, in order to ensure that the IEP is up-to-date and addressing all of a student's needs/disabilities. By working closely with parents/guardians and treating the IEP as an evolving document that recognizes and addresses students' changing needs as they grow and develop, HCCS-Dyker Heights will be able to help ensure that SWDs remain at our school through 8th grade.

- English Language Learners: As in the case of HCCS-Park Slope, we will employ ESL specialists who will work with classroom teachers both one-on-one and as teams to meet the needs of ELLs. The ESL specialists will help teachers review benchmarks for their ELL students, making sure individual student needs are met. The ESL specialists will also help teachers work in teams to align curriculum and integrate cross-content projects that support development of ELLs. In addition, all students will be engaged in learning multiple languages because instruction in Greek and Latin is a core part of our curriculum design. As a result, our teachers will be fully trained in multiple language acquisition strategies and the school's structure (scheduling, support services, etc.) will be aligned with best practices for supporting multiple language acquisition across the grade levels.
- Economically Disadvantaged Students: We will follow the best practices developed at HCCS-Park Slope to help ensure that economically disadvantaged students get the support they need to be successful from the first days of school. These practices include a transition to Kindergarten program that helps students understand the similarities and differences between their preschool experiences and Kindergarten. As many economically disadvantaged students do not have comparable access to preschool as their peers from more affluent families, the transition to Kindergarten program also helps orient students to the overall "school" experience. We also plan to offer a Universal Pre-K program by Year 3 of the charter as a means to help economically disadvantaged students gain the early childhood experiences that set the stage for long-term academic success. We will also offer after-school programming that provides additional resources and support such as tutoring, enrichment activities, and one-on-one counseling with teachers and advisors.

G. PROGRAMMATIC & FISCAL IMPACT

HCCS-DH has conducted an assessment of the programmatic and fiscal impact of the school on other schools in the area. As previously stated, along with an increasing percentage of CSD 20 students entering the district's schools with limited English proficiency and a wider range of primary languages, the number of students enrolled in the public schools at large has grown from 39,899 in the 2007-2008 school year to 49,616 for the 2017-2018 school year—almost 10,000 more students in just 10 years.[vii] While CSD 20 schools have performed on par with other schools in New York State (50% of students proficient in ELA and 57% proficient in Math on NYS Grade 3-8 Assessments), there are clear gaps among student groups, particularly for Black, Hispanic, Economically Disadvantaged, ELL and SWD students. The potential programmatic impact is a positive one as we will provide a high-quality, public education opportunity for CSD 20's growing community - in particular, a school that is capable of educating diverse student

communities and closing achievement gaps. We seek to provide a diverse student body with a rigorous education that will set students up for success in high school and beyond in addition to creating a lasting, positive impact on the CSD 20 community. In addition, as has been established through multiple NYS dissemination grants and participation in the NYCDOE District-Charter Collaborative, our first school, HCCS-PS, is known as a welcoming "lab" for sharing best practices in education, opening its classrooms to educators from neighboring schools and around the world. Following in this vein of participating in local and broad communities of practice, HCCS-DH will have a similar, positive impact on the community of educators through both formal and informal exchanges of professional practice.

Projected Fiscal Impact upon District 20							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2019-20	150	14,527	2,179,050	103,900.00	2,282,950.00	24,300,000.00	0.094
2020-21	225	14,527	3,268,575	155,850.00	3,424,425.00	24,300,000.00	0.141
2021-22	300	14,527	4,358,100	207,800.00	4,565,900.00	24,300,000.00	0.188
2022-23	375	14,527	5,447,625	259,750.00	5,707,375.00	24,300,000.00	0.235
2023-24	450	14,527	6,537,150	311,700.00	6,848,850.00	24,300,000.00	0.282

II. EDUCATIONAL PLAN

A. EDUCATION PHILOSOPHY

1. Overview of HCCS-DH Education Philosophy

The Hellenic Classical Charter School - Dyker Heights ("HCCS-DH") is committed to providing a diverse student body with a rigorous education in a dynamic environment in order to prepare them for long-term academic success and global citizenship. This shared mission will be realized through:

- Using a standards-based curriculum, enriched with the Greek language.
- Implementing the Paideia Model (Socratic method) to advance balanced learning of content knowledge and higher order thinking.
- Implementing the Workshop Model to support individualized instruction in heterogeneous classrooms.
- Promoting an inclusive learning environment where students of all abilities and background are held to high expectations.
- Helping students develop their social emotional skills, including self-awareness, self-management, social awareness, interpersonal skills, decision-making skills and responsible behaviors.

2. Research that supports the HCCS-DH Education Philosophy

Research on Standards-based Curriculum

While learning standards have evolved over the past 20 years, the purpose of a standards-based curriculum has not: to help ensure consistent and high expectations for all students. In classrooms that employ standards-based curricula, teachers and students share the same expectations regarding what is being taught and learned (the standards), why this content is important and applicable to their lives (relevance), and how the learning will take place (process).[viii] In standards-based classrooms, teachers can better identify individual student learning patterns and needs, develop and scale interventions appropriately, and meet the needs of

all students in heterogeneous classrooms.[ix] A standards-based curriculum allows for depth as the "big ideas" of the curricula are developed more deeply as students move from grade to grade. Furthermore, by sharing a common set of standards, teachers can work together to align curriculum within and across grade levels and subject areas. It supports collaborative professional learning communities and inquiry-based teaching and learning.[x]

As schools shift from the Common Core Learning Standards (CCLS) to the New York State Next Generation Learning Standards (NYLS), educators have the opportunity to use the process to better implement their schools' missions and education philosophies. If our charter is approved, HCCS-DH will open in Fall 2019. We have the benefit of building upon the foundation of our sister school, HCCS-Park Slope (HCCS-PS), which will be shifting from CCLS to NYLS during HCCS-DH's planning year (SY18-19). This will allow HCCS-DH leaders and teachers to work with HCCS-PS to engage in research-informed practices for standards alignment and implementation,[xi] including collaboratively:

- Analyzing samples of student work as a means to develop a shared understanding of standards and expectations.
- Building consensus regarding standards for each grade level and subject area.
- Developing units, lessons and performance tasks that align with the standards, demand rigor and hold high expectations for all students.

For more on how HCCS-DH will implement a standards-based curriculum, please see Section II.B.

Research on Greek Language Enrichment

Research clearly demonstrates that children who are exposed to multiple languages early in their lives and educational experiences develop significant cognitive, social and communication assets. Among the benefits of multiple language exposure and acquisition among children are:

- Improved Executive Functioning – Cognitive research has shown that people who are bilingual are better at tasks that require multi-tasking and attention focusing than monolinguals.[xii]
- Improved Reading and Linguistic Skills – Research on elementary and middle school-age English-speaking children exposed to a foreign language for at least 35 minutes a day scored higher on word-reading and spelling tasks than the monolingual skilled readers.[xiii] A 2001 study demonstrated a correlation between children who attended bilingual classes since kindergarten and better performance on grammatical judgment and correction tasks and word recognition than their peers.[xiv] This recent research confirms general studies from the past four decades that foreign-language instruction boosts reading and linguistic skills, particularly among elementary school students.[xv]
- Improved Ability to Hypothesize, particularly in Science – Research as far back as the 1980s shows that a well-organized language enrichment program where children develop in two linguistic perspectives can result in improved interaction between cognitive functioning and language development in areas such as developing scientific hypotheses.[xvi]
- Benefits for All Students – Applied Psycholinguistics research has demonstrated that introduction to foreign languages in early grades benefits students from all socioeconomically backgrounds (including race, ethnicity, and class).
- Increased Empathy – In a 2015 study, researchers showed that children who experience a bilingual environment performed better on a task that required them to consider someone else's perspective to understand meaning than monolingual children. The lead researcher explains: "children in multilingual environments have social experiences that provide routine

practice in considering the perspectives of others: they have to think about who speaks which language to whom, who understands which content, and the times and places in which different languages are spoken."[xvii]

HCCS-DH will expose K-5 students to Greek reading, writing, speaking and listening in addition to Greek culture and folk dance with 45 minutes of instruction per day. If the charter is approved and we are successful in our first term, we will then expand to K-8 and introduce students from sixth through eighth grade to Latin (once a week). Study of these classical languages has specific benefits in terms of multi-lingual education. Research shows that:[xviii]

- Knowledge of classical languages increases English vocabulary. About half of all English vocabulary comes from Latin and another 20% from Greek. Therefore, knowledge of classical languages improves students' English vocabulary acquisition.
- Classical languages help students learn English grammar. Studying a highly inflected language—a language where grammatical changes are marked by a system of case endings—gives students a better grasp of English grammar.
- Learning Latin makes it easier to learn modern Romance languages (e.g., Spanish, French, Italian), since these languages take about 80% of their vocabulary from Latin.
- Knowledge of Latin improves performance on standardized tests - Students who study Latin have consistently outperformed their peers on the verbal portion of the SAT. Between 1997 and 2006, Latin students outscored the average by 157 points.

For more on our plans for enrichment the curriculum with Greek, please see Section II.B.

Research on the Paideia Model (Socratic Method)

HCCS-DH will use the Paideia Model to advance balanced learning of content knowledge and higher order thinking. The Paideia Model uses a rigorous form of the Socratic method that promotes collaborative dialogue and questioning—the cornerstones of a classical education. The model will be utilized across content areas (including in the delivery of Greek language instruction) and provide a nurturing and accessible, yet challenging learning environment to students. Importantly, the Socratic method is an instructional methodology that supports the goals of a standards-based curriculum. The classroom dialogue that arises from Paideia is a means to encourage students to think and work together. It supports critical and creative thinking, collaboration and listening, speaking, reading and writing skills. By asking questions and maintaining dynamic conversations with students as young as Kindergarten, teachers can assess the reading abilities of their students, their public speaking capabilities, their analysis and critical thinking and their ability to interact within the lesson topic, along with the Common Core standards for research, preparation and evidence-based argument.

Research on schools that implement the Paideia Model with fidelity show:

- Significantly improved student achievement in core Language Arts skills, including reading, speaking and listening, and writing
- Increased student motivation because students get to generate and express their own ideas
- A more respectful school culture with fewer behavioral problems, because students learn communication skills and struggle less with boredom.[xix]

For more on our plans for implementing the Paideia Model, please see Section II.C.

Research on The Workshop Model

HCCS-DH teachers will utilize the workshop model to deliver balanced and differentiated instruction in classrooms of heterogeneous learners. Students will be encouraged to become

independent readers and writers and to use their peers for support to achieve specific learning targets. The workshop model is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to the workshop model, students are encouraged to engage more fully in higher order skills. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.

The school's approach to reading and writing is based on research which clearly indicates that the amount of spent time reading was the greatest predictor of reading achievement, and that educators must consistently provide uninterrupted periods of reading each day.[xx] Furthermore, in researching the effects of student control over selecting texts to read, Cullinan (2000) found that independent reading is necessary in order to support student growth in reading and supports student learning.[xxi] Lastly, the workshop model approach is based on the balanced literacy research of Fountas & Pinnell who examined a multi-faceted approach to reading and writing through teacher-directed instruction (e.g. modeling) and differentiated support and activities that are oriented towards students' needs, such as guided reading, shared reading, "read alouds", and independent reading and writing.[xxii] Successful balanced literacy programs are effective when they include elements of an authentic, structured and positive environment which reinforces both students' abilities and high expectations and provides opportunities for student independence.[xxiii]

For more on our plans for implementing the Workshop Model, please see Section II.C.

Research on Inclusive Learning Environments

Over 20 years of research consistently demonstrate favorable outcomes for students who engage in inclusive learning environments—environments that address the needs of students with a variety of backgrounds, learning styles, and abilities. Both quantitative and qualitative studies demonstrate positive outcomes for students with a range of learning disabilities, as well as their peers without disabilities. Specifically, inclusive learning environments lead to:

- Improved quality of individualized education plans
- Increased student engagement
- Increased instructional time
- Improved maintenance of individualized supports.
- Increased academic performance with students with disabilities.[xxiv]

In addition to the benefits of inclusive education for teaching and learning, it also has positive impacts on contextual aspects of the educational experience. The National Longitudinal Transition Study examined the outcomes of 11,000 students with a range of disabilities and found that more time spent in a general education classroom was positively correlated with:

- fewer absences from school.
- fewer referrals for disruptive behavior
- better outcomes after high school in the areas of employment and independent living.[xxv]

Use of the Workshop Model at HCCS-DH supports inclusive learning because it allows for students at different ability levels to learn collaboratively and in different modalities. For more on our plans for developing inclusive learning environments, please see Section II.C.

Research on Social Emotional Learning

Based on the anticipated student population data included in Part I of this application, we expect that HCCS-DH will educate a majority of students considered "at risk" due to a myriad of contextual factors impacting their learning experiences, from poverty to learning in a second language (ELLs). And while we will work diligently to provide the strongest academic program possible, we recognize that providing students with social emotional supports—particularly those deemed "at risk"—can have as much or even greater impact on their long-term educational outcomes. In particular, research shows that a student's "educational resilience" can dramatically impact their success. Wang, Haertel and Walbert (1994) defined educational resilience as "the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences" Benard (1991) proposed three major mechanisms through which the environment can develop resilience: caring relationships, high expectations, and opportunities to participate and contribute. Henderson and Milstein (2003) define general actions that mitigate risk: increase bonding with pro-social individuals, set clear and consistent boundaries, and teach life skills such as cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem-solving and decision-making skills, and healthy stress management. Finally, empirical studies of comprehensive prevention programs have identified basic characteristics of effective programs to reduce risk and increase resilience: address a broad range of risk and protective factors, occur before the onset of risk related maladaptation, and address multiple contexts (Durlak, 1998). Preventive benefits are also enhanced when intervention targets the family relationships and the school-family connection (Tolan, Gorman-Smith, & Henry, 2004).

This research directly informs HCCS-DH's plans to provide a rich social emotional learning (SEL) program that helps teachers measure, monitor and address students' full range of needs. For more on our SEL program, please see Section II.G.

B. CURRICULUM

Process for Selecting/Developing Curriculum

HCCS-DH will utilize the curriculum currently in place at HCCS-Park Slope, a charter school located in NYC Community School District 15 that has a long and consistent history of success. It has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. If HCCS-DH is awarded a charter, leadership and faculty will work with educators at HCCS-PS to understand, adapt and continually develop the curriculum at HCCS-DH. Indeed, curriculum development will be an ongoing process at HCCS-DH, as described below (see Curriculum Alignment).

Curriculum Alignment

HCCS-DH will work to achieve and maintain curriculum alignment in four phases:

1. Re-alignment of HCCS-PS curriculum with NYS Next General Learning Standards (NYLS). HCCS-PS's curriculum is currently fully aligned with the Common Core Learning Standards (CCLS). During the 2018-19 school year, HCCS-PS faculty will be working collaboratively to re-align curriculum with the NYLS.
2. Understanding & Adaptation of HCCS-PS curriculum by HCCS-DH educators. During HCCS-DH's planning year (SY18-19), leaders and teachers will develop deep understanding of the curriculum as it is re-aligned by HCCS-PS faculty. Then, as students are enrolled following the first lottery, HCCS-DH faculty will adapt the curriculum to meet the specific needs of students of their students.

3. Beginning-of-Year (BOY), Middle-of-Year (MOY) collaborative curriculum reviews for alignment – During pre-service professional development days, teachers will meet in grade-level and cross-grade teams to review student performance on the prior-year assessments, look for patterns and common areas of challenge among the students in their classes and grade, revise curriculum maps to address growth areas, and then plan for differentiation in the opening units of the school year (see section II.H. for more on PD schedule and 3b for curriculum materials). Teachers will use a series of established protocols to engage in this process as professional learning communities (PLCs). These protocols, which are research-based, timed and outcome-oriented, will help teachers align curriculum both horizontally and vertically. At mid-year, following MOY assessments, HCCS-DH will hold a staff retreat to conduct a similar collaborative review and planning process. This cycle will continue annually.
4. Weekly PLC meetings to review "tune" curriculum – HCCS-DH teachers will have dedicated time each week to meet as PLCs (both on grade level and in subject areas across grade levels, including support staff such as AIS teachers and teachers of SWD) to review student work and outcomes through time-based protocols with the goal of identify what is and is not working in the curriculum, both for individual teachers/classrooms as well as across the grade level or subject area. These frequent and focused PLC sessions will allow faculty to "tune" their curriculum and instructional practices throughout the year.

It is critical to note that the curriculum review processes described above are all data-informed, with data coming from formative and summative assessments that are standards-aligned. The weekly PLC sessions allow teachers to focus in on the needs of sub-groups and individual students to ensure that the curriculum meets the needs of all students.

Curriculum Organization & Resources

HCCS-DH will use Google Docs to create, organize and revise curriculum maps. These maps are then uploaded into PerformancePLUS, an instructional management software that helps teachers and school leaders collect, analyze and interpret knowledge from curriculum and assessment data in order to make data-informed decisions at every level—student, grade/cohort, and school-wide. HCCS-PS has been using the software for that past 8 years and will be able to peer-train HCCS-DH teachers on how to use the software effectively. In the second year of operation, HCCS-DH will hire a Dean of Academics, Lead Teachers and Coaches to support curriculum development.

Curriculum Materials

English Language Arts

At HCCS-DH, the teaching of literacy will form the foundation for learning as it encompasses reading, writing, and communication skills and processes. The leadership of HCCS-DH believes that literacy is about making meaning. The beliefs and assumptions about literacy at HCCS-DH will be guided by research on what students should know and be able to do, best teaching practices, valid and reliable assessment and on the knowledge as experienced educators.

The HCCS-DH ELA program is Balanced Literacy, which is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them.

HCCS-DH will support the workshop model of instruction for literacy in child-centered classrooms and provide many opportunities for real life reading and writing experiences. This instructional model is based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell.

At HCCS-DH, children will read and write each day independently and in group settings (both large and small). HCCS-DH ELA classrooms will focus on four different types of reading experiences:

1. Reading aloud.
2. Shared reading to the whole class and to small groups.
3. Guided reading in small groups.
4. Independent reading.

Students will also participate in shared and individual writing activities each day. The types of writing experiences will be:

1. Shared writing as a whole class and in a small group setting.
2. Interactive writing as a whole class and in a small group setting.
3. Guided writing in small groups.
4. Independent writing.

Additionally, during many daily reading and writing experiences, children will be taught about letters, sounds, words and how they work. Listening and speaking will also be emphasized in this integrated language approach. All learning experiences will meet the New York State Standards for Language Arts Instruction, and be guided by Columbia University Teacher's College Reading and Writing Project.

Programs accompanying instruction will include *Wilson Fundations* for Kindergarten and Grade 1, *Teachers College Phonics Program* for grades K and 1, *Words Their Way* for Grades 2 and Grade 3, *Sadlier Phonics* for Kindergarten, Grade 1 and Grade 2, and *Teachers College Reading and Writing Project* for Kindergarten through 5. Reading progress will be assessed using the Fountas & Pinnell Benchmark Assessment, which provides consistency with leveling systems and gives teachers an accurate picture of student reading and comprehension needs. *Reading Rescue, Fundations* and *Sadlier Phonics* will also be in use as academic intervention programs. A list of published curriculum that will be used for K-5 at HCCS-DH is in Attachment 3.

Mathematics

The published texts that HCCS-DH will use to support math instruction are currently aligned with CCSS and will be modified by our staff to ensure alignment with NYLS. Specifically, K-5 will use a blend of Go Math and EngageNY. All the math programs promote conceptual understanding through interactive and visual learning, use bar diagrams to help students solve problems, ensure deliberate targeting of each child's understanding, based on the concept of Understanding by Design, stimulate data-driven differentiated instruction, and through its organization build on the way each teacher teaches.

Daily problem-based interactive learning is followed by visual learning strategies, which accelerate learning by making strong, sequential visual/verbal connections through the visual learning bridge in every lesson. In addition, the math programs were chosen because they support daily differentiation and ongoing diagnosis & intervention, thus giving every student the opportunity to succeed.

Throughout the year, new objectives from the Sequence will be introduced through carefully-selected group activities. Children will use manipulatives, engage in discussions, and work in cooperative groups to help one another learn. Mastery of concepts will develop as children move from hands-on experiences to symbolic representation.

A list of published curriculum that will be used for K-5 at HCCS-DH is in Attachment 3.

Science

HCCS-DH will use *HMH Science Dimensions,* which is aligned to the NYCDOE Scope and Sequence, to offer students an interactive mode of learning as well as a digital mode, which encourages in-depth engagement with science in grades K-8. Award-winning Digital Lessons and Virtual Labs, enhanced by more than 3,000 videos, animations, and simulations, create learning that lasts by enriching the print program with complementary content. Elementary grade science units include life science, physical science, earth science, and the human body. Students will be taught to use the scientific method for scientific inquiry. These process skills include: observation, classification, inference, prediction, communication, collecting and interpreting data. In each grade, certain topics and activities will be emphasized. Thematic units, such as "Rainforest" and "Space" will be linked to research in the school's Media Center/Library. Field trips will support science study outside the classroom.

Social Studies

Attachment 3 provides information on the published curriculum that will be used to deliver social studies instruction. HCCS-DH will use the New York City Department of Education's K-8 *Passport to Social Studies*. Passport aligns to the NYC Social Studies Scope & Sequence and integrates the New York State Social Studies Framework to support effective and engaging social studies teaching and learning. Each year, the Passport course of study is organized around units of study guided by essential questions. Teachers can use the units of study to plan coherent instruction that considers relevant skills, practices, and knowledge objectives for deep historical understanding. (Note that should HCCS-DH be chartered and have a successful first charter period, we plan to expand to grades K-8. Thus, curriculum that will help ensure continuity beyond grade 5.)

Additional instructional elements include:

- Sophisticated instruction in geography that teaches not just the location of nations, continents, and oceans, but that also explains the many ways that geography has affected economic growth (or the lack thereof), key historical turning points, and the development of cultures.
- Field visits to: museums, exhibits, and other historical sites.
- The integration into classroom instruction of high quality documentaries (including those presented by PBS, A&E, and the History Channel), educational computer software (some provided by the Greek Ministry of Education), and websites such as www.minbar.cs.dartmouth.edu/greecom/olympics.
- The serious use of art to convey historical events and figures, including such resources as *The Metropolitan Museum of Art* with its vast collections of ancient Greek artifacts. This more thoughtful approach to social studies, particularly American and world history, should provide for more engaging and thorough instruction of the school's students.

Primary sources are important for students to become independent learners and thinkers. HCCS-DH students will use David Brion Davis' and Steven Mintz's *A Boisterous Sea of Liberty* (Oxford University Press), which provides students with a collection of 366 primary American history documents and a short narrative of each.

Visual Arts and Music

Visual Arts

During their HCCS-DH experience, students will be: (1) exposed to a broad variety of art periods, types, and forms throughout history, (2) expected to complete works of art themselves that are representative of some of these periods and types, (3) enabled to understand the major

artistic contributions of diverse cultures, including Greece, and how art intersects with history, economics, religion, philosophy, and culture. Art introduced in classroom instruction will include work from major art collections of the Museum of Modem Art, the Guggenheim Museum, the Frick Collection, and the Metropolitan Museum of Art. Given its proximity and the unique breadth and depth of its art collection, HCCS-DH will focus on the resources of the Metropolitan Museum of Art collection.

Student museum trips will serve as an opportunity to reflect upon works previously studied in the classroom. To heighten the experience further, HCCS-DH's teachers will attend museum classes so their instruction more effectively relates its art collection. Thus, field trips will serve as meaningful extensions of the classroom.

Resources to support art instruction will include: *Doing Art Together*: *Discovering the Joys of Appreciating and Creating Art* by Muriel Silberstein-Storfer with Mablen Jones; *Looking at Pictures*: *An Introduction to Art for Young People* and *lnside the Museum*: *A Children's Guide to the Metropolitan Museum of Art*, both by Joy Richardson; and *You Can't Take a Balloon into the Metropolitan Museum*, by Jacqueline Preiss Weitzrnan and Robin Preiss Glasser.

Music

Students will (1) be exposed to the elements of music elements, including rhythm, melody, harmony, form, etc.), (2) learn how to read music, (3) identify different types of music such as classical, jazz, rhythm and blues, spirituals, gospel, rock and roll, and (4) understand the variety of musical settings, including orchestras, recitals, theatre, opera, ballet, movie soundtracks, religion, marching bands, and jazz clubs. Students will be expected to identify major works, distinguish genres, identify musical instruments, and understand key musical elements.

Greek Language and Culture

HCCS-DH students will learn to read, write, speak, and understand Greek beginning in Kindergarten (see KDE #2). The lessons proceed step-by-step, introducing simple words and phrases first, then sentences and readings. Each lesson contains a vocabulary of new words and many idiomatic phrases translated into English. In addition, the end of each book that will be used has a Greek-English and English-Greek vocabulary of the words introduced in the book. Instructional materials consist of:

- Readers - Each title has a textbook reader written in the monotonic system and contains interesting reading on Greece, its customs, and its history. Students learn to read Greek in a manner very similar to learning to read English.
- Workbooks - The workbooks accompany the readers and allow the student an opportunity to expand his/her understanding and knowledge of the language by completing the multiple exercises contained in the workbook. Exercises include writing and grammar exercises, naming objects, short answers, translations, verb conjugations, and many more exercises.
- Audio language learning - The audio aspect of language acquisition is critical for individuals who do not have an authentic pronunciation of Modern Greek. Audio programs for language acquisition are also essential for studying outside the classroom. The audio programs used will cover the text page by page so students can listen and read along and improve proficiency with sounds and pronunciation.

Singing, games and plentiful opportunities for conversation and practice are integral to the second language instruction. Greek culture will be supplemented by materials purchased by

HCCS-DH for students from the Greek Ministry of Education. Greek literature (in both Greek and English), art, music, folk dance and theatre will be integral to the program.

Health Education

Health education for Grades K - 5 will be incorporated through the Social and Emotional Learning Curriculum (see Section II.G). The components of this SEL curriculum will include skills for a healthy life, mental and emotional health, promotion of social skills, problem solving, conflict resolution and decision making skills. Nutrition, personal care and body systems will be addressed through the science curriculum.

Physical Education

Physical education programming at HCCS-DH will be divided into five main activities: Health Related Fitness, Individual Athletic Activities, Team Physical Activities, Dance, and Cooperative Games. Physical activity is important for maintaining a healthy body, enhancing psychological well-being, and preventing premature death and disease. Physical education researchers have continuously identified physical activity and exercise beginning in childhood and continuing throughout adulthood as a source of improvement for ones' probability for a longer, healthier life.

Students will be required to demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area, and proper procedures for safe participation in games, sports, and recreational pursuits. They will be taught to combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment so they can understand the relationship between physical activity and the prevention of illness, and disease. Students will develop and implement a personal fitness plans based on self-assessment and goal setting, based on fitness and nutritional analysis.

Through participation in competitive and cooperative games, students will develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others as they work constructively with others to accomplish a group activity goals. A desired outcome of the physical education program is increased student understanding of the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

Technology

Technology education will be incorporated into the curriculum of each subject area as appropriate. HCCS-DH contemplates technology education beginning in Kindergarten with students acquiring by the end of each grade level the grade-appropriate Technology standards. If the NYSED should decide to test technology skills at some point in time, the curriculum will be aligned with the NYSED learning standards and students will be able to pass any such assessment.

C. INSTRUCTION

Main Instructional Strategies

HCCS-DH's instructional strategies reflect our commitment to a balanced approach to learning, which recognizes the inseparable interrelation of content knowledge and higher order thinking (see KDE #1). As described in Section II.A, we employ three key instructional strategies:

- The Paideia Model (Socratic method) to advance balanced learning of content knowledge and higher order thinking.

- The Workshop Model to support individualized instruction in heterogeneous classrooms.
- Inclusive learning environments where students of all abilities and background are held to high expectations.

While we presented the research that founds these three strategies in Section II.B, we describe here how these strategies will be specifically deployed at HCCS-DH.

Implementing the Paideia Model

HCCS-DH will implement the Paideia Model, which was first presented by Mortimer Adler in 1982 in *The Paideia Proposal* and has since evolved as hundreds of schools across the country adopted and developed the model to meet the needs of diverse student communities. Implementation at HCCS-DH will be informed by the 13 years of implementation at HCCS-PS, which currently uses the model for instruction in all subject areas across Kindergarten to 8th grade. The Paideia Model works extremely well at schools such as HCCS-PS (and, if the charter is approved, HCCS-DH) because it mixes the rigors of a classical education with inclusive teaching and learning practices.

The Paideia Model is built on the understanding that education serves to prepare individuals for (1) earning a living, (2) citizenship, and (3) self-development. It aligns "means" (instructional strategies) to those goals: didactic instruction of curricular information is used to help students acquire organized knowledge; intellectual coaching, exercises and supervised practice are used to help students gain the skills necessary to manipulate and apply information, and; seminar (Socratic) questioning and discussion provide students with enlarged understanding of the ideas and values inherent to that information. This instructional alignment is outlined in the Paideia Framework, below, which also indicates the key "areas" (subjects and skills) covered across the model.

Paideia Model

GOALS	Acquisition of organized knowledge	Development of intellectual skills (learning skills)	Enlarged understanding of ideas and values
MEANS	Didactic instruction	Coaching, exercises, supervised practice	Socratic questioning and active participation
AREAS	Language, literature, fine arts, math, natural science, history, geography, social studies	Speaking, listening, synthesizing, calculating, problem solving, critical judgment	Discussion of books, passages, primary sources, mathematical problems, works of art, photographs and maps

Paideia provides a system for fostering student engagement with the standard curriculum of a school, district or state. In contrast to the heavy use of teacher-centered, didactic instruction characterizing traditional educational approaches, the Paideia Model focuses on limiting didactic instruction to less than 15 percent of classroom time and devoting the remaining 85 to 90 percent to increased student learning activity.

Typically, schools that are *transitioning* to the Paideia Model go through a multi-year process that begins with using the seminar (Socratic) questioning and discussion practices and then moves on to coaching exercises and projects. HCCS-DH will be able to implement the model much quicker for two reasons: 1) as a new school, HCCS-DH will be able to implement the model from the start rather than have to transition from traditional practices to Paideia; 2) teachers at HCCS-DH will be able to learn how to implement the model by visiting and working with peer educators at HCCS-PS; 3) the modifications to curriculum required to implement

Paideia (e.g. project-based units and lessons) have already been established at HCCS-PS and are ready for replication/adaptation at HCCS-DH.

Implementing the Workshop Model as Structure for Paideia

In order to bring further structure to HCCS-DH's instructional model, we will use the Workshop Model to guide daily instruction. The Workshop Model is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to the Workshop Model, students are encouraged to engage more fully in higher order skills. Students are encouraged to engage more fully in higher order skills and grow independence.

As implemented at HCCS-DH, the Workshop Model will consist of five sets of activities (alignment with the three "means" of the Paideia Model noted in parentheses):

1. Teacher leads a mini-lesson in which s/he models the skills or strategy that is being taught. (*Didactic*.)
2. Students practice the skill or strategy together with the teacher. (*Didactic* blended with *supervised practice*.)
3. Students break out into groups which are formed on the basis of similar needs or levels as identified by teacher observation and assessment. The teacher works with targeted groups or individual students in guided instruction addressing their needs. (*Supervised practice*.)
4. Students work independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill or strategy. (*Coaching of exercises/student work*.)
5. Students have an opportunity to share their work with the class and teacher and engage in class-wide discussion. (*Socratic questioning and discussion*.)

As discussed in Section II.B, the Workshop Model is consistent with a balanced approach and builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the Workshop Model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.

Ongoing assessment is a vital part of the Workshop Model. Teachers will use data to inform both individual conferencing with students as well as in grouping of students for guided instruction. This process promotes highly individualized instruction. Please see Section II.E for more about HCCS-DH's planned use of assessments.

Inclusive Learning Environments

The Workshop Model, describe above, is an ideal instructional model to differentiate instruction, especially as it relates to different ability-levels of student groupings, including students with disabilities (SWDs), English language learners (ELLs) and other students at risk of academic failure (see KDE #1). In the Workshop Model, HCCS-DH classroom teachers will be joined by the school's SWD, ELL, AIS Reading and/or AIS math teachers for the guided instruction portion of lessons to support students with special needs. This will help HCCS-DH overcome the main obstacles to implementing inclusive learning environments—specialized instructional skills and sufficient time for coaching/guiding all students.[xxvi]

Specific instructional strategies that HCCS-DH teachers will use to support inclusive learning include:

- Small group Guided Reading sessions to develop reading comprehension.
- Supplemental "pull-out" phonics and fluency work using Wilson's Fundations.

- Supplemental use of reading material leveled to specific students and matched closely to each individual's interest.
- Individualized or small group instruction focused on student strengths and supporting development of areas such as background knowledge, vocabulary development, and/or oral language skills.
- Small group mathematics support to develop and/or strengthen Number Sense and Operations.
- Creation of supplemental specialized mathematics “stations” or “centers” for focused practice to promote development of specific skills or strategies.
- Use of IXL, a digital math program and supplemental manipulatives to support identified deficiencies.
- One-to-one supplemental instruction to provide drill and practice of basic mathematics facts.
- Small group support and instruction for students in grade-appropriate scientific concepts in areas of weakness as identified by the teacher or assessments.
- Small group support and instruction for students in grade-appropriate social studies concepts as identified by the teacher or assessments.
- Collaborative Learning Projects that promote risk taking and problem solving and give all learners opportunities to succeed.

The HCCS-DH Guidance Counselor will help families develop practices and resources at home to support success of inclusive learning at school (see KDE #3). The Guidance Counselor will:

- Provide families with guidelines to support at-home specific reading and/or mathematics skill, comprehension, and strategy development.
- Help families develop at-home "workspaces" and schedules that support academic development.
- Reach out for and coordinate additional academic support services such as tutoring and/or counseling.
- Helping develop consistent and shared language—used by school and home—in discussing reading, writing, and mathematics.

For more information about how HCCS-DH will support students at risk of academic failure, please see Sections II.D.

Unique / Innovative Instructional Strategies – Cluster Enrichment Model for Greek Instruction

A key design element of HCCS-DH is the instruction of the Greek language (KDE #2). Through a cluster enrichment model, students in Grades K-5 will have 45 minutes of daily Greek instruction. In Kindergarten, students will be taught Greek in a heterogeneous classroom of students of varying degrees of proficiency in Greek. By Grade 1 and progressing until Grade 5, classes will be broken out into beginning, intermediate and advanced proficiency levels. The levels are fluid and allow students to move across levels as informed by ongoing assessments which identify strengths and weaknesses in students’ spoken, written and reading skills in the Greek language.

Greek teachers will work under the direction of the Greek Lead Teacher along with the HCCS-DH Principal and administration. Greek teachers will be provided ongoing professional development in the Paideia and the Workshop Models to help ensure consistency of instructional approach. They will also be trained to develop formative and summative teacher-designed assessments that measure students’ oral, written and reading proficiency in the Greek language.

All professional development will be led by the Greek Lead Teacher and overseen by the HCCS-DH principal.

Rigorous and Engaging Instruction

HCCS-DH will benefit from launching with a clear instructional design (see KDE #1), as described above. Taking this design from theory into practice will require that all members of the HCCS-DH teaching staff:

- Share a common definition of quality instruction.
- Take part in professional development that supports the school's instructional designs and is aligned with teachers' professional growth goals and needs.
- Engage in regular collaboration with their peers to review and improve instructional practices.
- Have access to dedicated resources to help them continually improve instruction.

Defining Quality Instruction through the Danielson Framework for Teaching

HCCS-DH will use the Danielson Framework for Teaching to establish a shared understanding of what "quality teaching" looks like in the school. The Danielson Framework is a research-based set of components of instruction, aligned to the INTASC standards, that breaks up the complex work of teaching into four domains: 1) Planning and Preparation; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibilities. Domain 3 – Instruction covers the following components:

- Communicating with Students.
- Using Questioning and Discussion Techniques.
- Engaging Students in Learning.
- Using Assessment in Instruction.
- Demonstrating Flexibility and Responsiveness.

Each of these components is then broken up into smaller elements that can be observed in classrooms and assessed for quality according to shared rubrics.

HCCS-DH will use the Danielson Framework as the foundation for professional conversations among our staff about quality teaching, design and delivery of professional development, and teacher evaluation. It will help promote the process of self-reflection and goal setting for individual teachers and assist the administration and teachers to identify and support the strengths and needs of individual teachers. Teachers will use the Danielson rubrics to reflect on their classroom practices and set their pedagogical goals as one of several strategies to increase student progress. The overall goal is for teachers to take an active approach to continually improving their instructional practices.

Professional Development

Annually, school leaders and teachers will work together to develop HCCS-DH Professional Development Plans that address instructional goals at the school, grade, and individual teacher levels. The plans will be informed by data from prior year student assessments, incoming student data, and data from prior year teacher evaluations. *In the first year of operation*, HCCS-DH will prioritize the following fundamental areas for professional development:

- Scheduling the Instructional Day - how to make a schedule that supports implementation of the Paideia and Workshop Models.
- Classroom Management – how to setup and maintain centers, how to maintain student records, establishing expectations for appropriate student behaviors, dealing with inappropriate student behaviors, and student assessment.

- Co-teaching and Inclusive Classroom(s) – how to prepare for including students with special language and learning needs; working with cooperating teachers, parents, and service providers; regulations and laws regarding students with special needs, including dealing with inappropriate classroom behaviors.
- Pacing Calendars – how to develop a pacing calendar that will result in a skills scope and sequence, standard lesson plan and unit plan formats, use of appropriate assessments used and sample lessons.

The format of professional development (PD) will include an annual pre-opening (summer) intensive PD program, as well as stand-alone and embedded PD during the school year.

- Pre-Opening Intensive PD - The HCCS-DH pre-opening PD program will consist of a one-week program (after the first year of operation, teachers new to HCCS-DH will report to pre-opening PD two days prior to the official start). All teachers will complete seven days of activities, which will include sessions for teachers on the following topics: mastery-oriented and data-driven instruction processes; construction and use of curriculum maps; interim assessment design and use; use of appropriate support technology; design and use of software to track student academic progress. In addition, a consultant(s) will present a multi-day workshop on preparing teachers to work with ELLs and SWDs. Prior to this interactive session, the teachers will be provided with appropriate text materials regarding related laws, regulations, case studies, and classroom scenarios. Teachers will be expected to have read the materials prior to the workshop. Materials provided to the teachers will include the following topics: foundations for educating students with special needs; ELL and special education procedures and services; the role of general education and special education teachers, and special service providers; the IEP and its use in guiding student learning; forming partnerships with parents, cooperating teachers, and other staff members; analysis of the instructional environment; assessing student needs and evaluating student learning; adapting instruction and adaptive technology.
- School-Year PD – Job-embedded PD will commence by October 1 of each school year and will continue throughout the school year. The typical job-embedded professional development process that will extend over a period of several weeks, focus on a specific topic/skill set and typically include: initial workshop to establish a context, recognize a need, clarify roles and responsibilities and develop a calendar of activities; modeling by the specialist (either an external consultant or internal expert) of the desired instructional activity, role, and/or behavior within the context of a real classroom and the observation of the modeling by the teacher(s); implementation of the modeled activity, role and/or behavior by the teacher(s) in the live classroom and observation of the implementation by the specialist; a constructive critique of the teacher(s) implementation by the specialist; and facilitation by the specialist of a group analysis and assessment of the process. A sample of the topics that may be included in the job-embedded PD process described above are: managing the inclusive classroom; establishing a balanced literacy classroom; classroom management in the student-centered classroom, and; planning and implementing a standards-based lesson plan.

The embedded professional development process that commences during the school year will be introduced and described during the pre-opening professional development program. Also introduced at this time are the school's priority professional development topics, a rationale for

their selection and the consultants who will work with the staff to address them. The pre- and post-professional development activities will be integrally related.

Peer Collaboration to Improve Instruction

As described in Section II.B, HCCS-DH will form teachers into professional learning communities (PLCs) that meet regularly to review and "tune" curriculum such that it meets student needs and is aligned both vertically and horizontally. These PLCs will also support ongoing instructional improvement. Specifically, teachers will conduct regular Peer Reviews of Instructional Units, following the process that has been successfully in use at HCCS-PS for the past decade. The purpose of the Peer Review process is to help teachers develop, refine and share units of instruction. A "unit of instruction" encompasses all of the elements that must be developed and refined in order to make a curricular and instructional practice effective in a specific classroom. Teachers document their unit of instruction, including providing data on students instructed, assessments used, resources required, summary of student outcomes and samples of student work. They share this with peers with shared expertise (e.g. same grade level/subject area experience) through a timed protocol in which they review warm and cool feedback, and work with their peers to further develop/refine the unit. The teachers continue through this Peer Review process until the unit is deemed "ready for replication" and can be shared with other educators at the school and/or more broadly.

This peer collaboration results in school-specific and instructional resources (units of instruction) that can be shared and further ensure curriculum alignment. It also provides for authentic professional development in that the teachers are engaging with work they are currently conducting in their classrooms with real students.

Dedicated Resources

HCCS-DH will put in place policies and practices to ensure that teachers have the resources they need—materials, time, training—to support their professional growth. These policies and practices will include: Board approval of an annual, school-wide comprehensive professional development plan; Board recognition of the Principal's responsibility for the development of the professional development plan, its implementation, evaluation, and annual renewal; Board approval for a HCCS-DH policy that requires teachers develop an annual Professional Growth Plan with support from the Principal; an annual teacher evaluation process that includes an assessment by the Principal of the teacher's progress in achieving the objectives identified in the teacher's PGP. Lastly, HCCS-DH teachers will have the support of additional staff dedicated to support instruction such as Dean of Curriculum and Instruction, along with ELA and Math coaches.

Instructional Model Based on Success

HCCS-DH's instructional model is based on practices currently in place at HCCS-PS. As previously discussed, HCCS-PS has a long and consistent history of success, having been designated a High Performing Reward School by the NYS Education Department for four consecutive years. As presented in Section II.B, the components of our instructional plan—the Paideia Model, Workshop Model and Greek language instruction through the cluster enrichment approach—are all research based and proven to be effective for schools serving diverse student communities.

D. SPECIAL STUDENT POPULATIONS & RELATED SERVICES

Recruiting Diverse Student Populations

HCCS-DH aims to educate a diverse community of learners, including students with special needs, English language learners, and economically disadvantaged students. We will make visits to pre-schools and day cares throughout all neighborhoods in District 20 to make parents aware of the option of applying to our school's lottery, distributing information about the school in multiple languages, and holding open houses for District 20 families at HCCS-Park Slope where they can see for themselves how we educate a diverse community of learners. Specifically, HCCS-DH will reach out to and actively recruit the following special student populations:

- Students with Disabilities: HCCS-DH will start with grades K-1 and add a grade each year following until we reach K-5 during the first charter (and, if successful, expand to K-8 during a second charter period). Based on this growth strategy, we are beginning our student recruitment process by reaching out to daycares and pre-K programs in the district. As part of this process, we are targeting five pre-school programs that only serve students with disabilities (SWDs). Our goal is to engage parents of these students, encourage them to apply to the admissions lottery and then, for those who gain entry, work with the parents and the pre-K providers to help these students transition into our school. More broadly, we will use marketing strategies that encourage applicants with disabilities to apply, including: special marketing materials aimed at students with disabilities; emphasizing the school's range of services and accommodations, and; outreach to the CSD 20's Committee on Special Education (CSE) and Community Education Council (CEC).
- English Language Learners: Similar to our strategy for recruiting SWDs, we are reaching out to pre-school programs with large communities of English language learners (ELLs). Should we be granted a charter, we will advertise the school in local Spanish and Asian-language media (e.g. newspaper, radio), host targeted informational sessions for non-English speaking students in English, Chinese (Mandarin and/or Cantonese), Spanish, and provide recruitment materials in multiple languages (i.e. brochures, handouts, website) that highlight unique services offered for ELL students.
- Economically Disadvantaged Students: As in the case of HCCS-Park Slope, we will actively recruit from the CSD 20 community to enroll the same or greater percentages of economically disadvantaged students (Currently, HCCS-Park Slope enrolls 60%, a higher percentage than its district which is at 50%). All of our outreach efforts will be spread across District 20. We will specifically target programs such as Head Start that service low-income families.

Identifying & Serving Students at Risk of Academic Failure

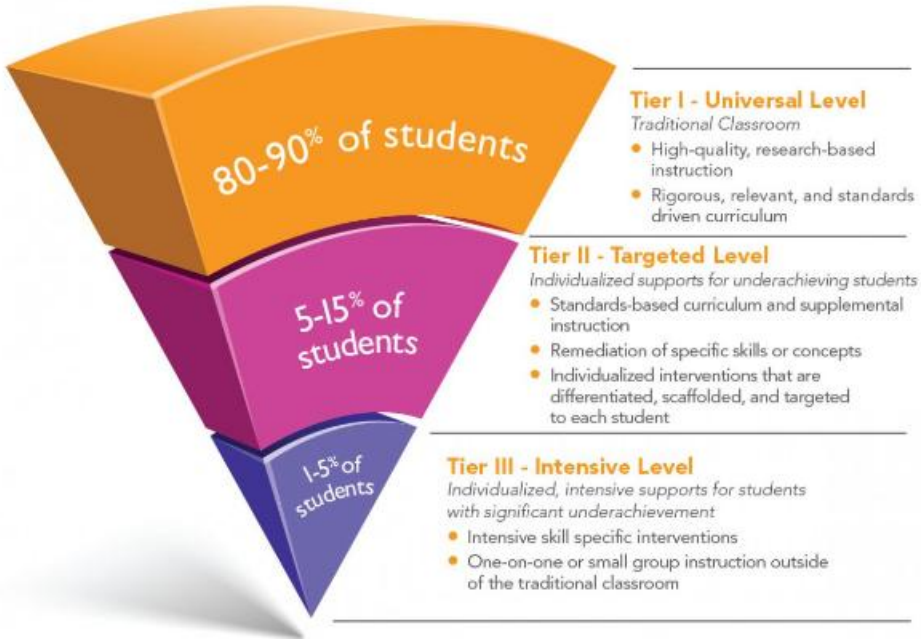
While some families will be able to self-identify their students' special needs (e.g. children who received early intervention services), HCCS-DH recognizes that many students' academic challenges do not become apparent until they begin elementary school. We will use a response to intervention (RTI) approach to identify students at risk of academic failure and provide customized supports appropriate to their needs. RTI aligns with HCCS-DH's commitment to inclusive learning environments (see Section II.C), differentiated instruction (see Section II.C), and social emotional learning (see Section II.G). The RTI Action Network describes the fundamental elements of RTI as follows:

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.

- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement. Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

In general, students are considered at-risk of academic failure when they score below proficiency on any one of the NYS assessments in ELA, Math and/or Science, or below identified cut off points on standardized assessments, such as the NWEA, or Fox in a Box (early literacy assessment). At-risk students may also be identified on the basis of teacher or principal recommendations. During the annual Pre-Opening Intensive PD, teachers will work together in professional learning communities (PLCs) to review student data from the prior end-of-year summative assessments and discuss interventions previously used with individual and groups of students. At the start of the school year, classroom teachers will supplement this assessment data by conducting Universal Screenings to identify new/emerging needs. Universal screening assessments will be conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Based on this data, teachers will determine appropriate Tiered Interventions as depicted in the graphic below.



As teachers implement the interventions, they will conduct ongoing Progress Monitoring to see if the interventions are working and, if not, revise the interventions. (See Section II.E for a list of assessments used in the Universal Screening as well as Progress Monitoring.)

In some cases, RTI can lead to identifying potential disabilities that require Individualized Education Plans (IEPs) and special education services (see below), In other cases, RTI screenings and progress monitoring can help teachers identify social-emotional issues that require tiered behavioral interventions (see Section II.G). Using an RTI approach will allow HCCS-DH faculty to support the "whole child" and build their capacity for long-term success in the early years of their education.

Supporting Students with Disabilities

As previously stated, HCCS-DH is committed to inclusive learning environments. We will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by the IEP prepared by the Committee on Special Education (CSE) of the students' districts of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). HCCS-DH will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services will be provided in accordance with Education Law 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' districts of residence.

Developing & Implementing IEPs

HCCS-DH will consider each student's academic program individually, in consultation with the parent(s) and when appropriate, the CSE of the child's district of residence. If a student is not succeeding and staff members believe additional support or interventions are necessary, the school will provide the necessary support using in-house resources initially, following the RTI model described above. If this approach is ineffective, the school will consult with the child's family and arrange for an education evaluation with the CSE. If it is determined that the child requires further support, HCCS-DH will either provide the services through the certified special education teacher or will contract with the home district for services the school cannot provide (e.g., speech therapy).

HCCS-DH will provide substitute coverage for teachers, as necessary, to ensure that they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of the student's IEP, provided that the student is, or may be, participating in the regular education environment. HCCS-DH will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. While HCCS-DH may send the mandated procedural safeguards notice to parents, it is the responsibility of the CSE of the student's district of residence to do so. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the school's Special Education Coordinator, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

HCCS-DH will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The HCCS-DH special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school

community. Classroom teachers at HCCS-DH will be knowledgeable about the needs of students with disabilities, informed of their responsibilities for particular students; and, will receive the support they require to implement the students' IEPs. Teachers will receive on-going training regarding the education of students with special needs, including during the orientation training in the summer prior to the commencement of school in September.

Quarterly progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each student receiving special education services and to his/her district of residence. The HCCS-DH special education staff will interact with the students' districts of residence in a number of ways, including making certain that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident districts; ensuring that all appropriate school staff participate in meetings of the resident districts' CSE; and establishing a reporting structure in accordance with applicable law whereby the students' districts of residence are provided progress on the degree to which the services on the IEP are being provided. The HCCS Principal or his or her designee will communicate directly with the Chairperson of each district's CSE. The HCCS-DH Principal will assess, on a regular basis, whether the needs of the student are being met, either by HCCS-DH staff or District special education staff, and take appropriate action.

Equitable Opportunities & High Expectations for Students with Disabilities

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will, likewise, have an equal opportunity to participate in and, where appropriate, receive credit for, nonacademic, extracurricular and ancillary programs, services, and activities with students in the regular education program. Students with disabilities will receive the same notices concerning school sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to: art and music, recess and physical education, school-sponsored clubs and groups, counseling services, health services, transportation, and field trips and other recreational activities.

All students with disabilities will take state assessments except in cases where the IEP developed by the CSE of the students' districts of residence determines that such students cannot participate in regular state assessments. In these instances, the New York State Alternate Assessment will be administered in compliance with Education Law §2851(2)(s) and §2853(4)(a).

Training for Teachers and Staff to Implement IEPs

The HCCS-DH Principal and Dean of Academics will be responsible for incorporating specific training related to special education in the school's annual professional development plan (see II.H). This protocol training will ensure that HCCS-DH staff understand the requirements and responsibilities relating to the education of students with disabilities, including but not limited to:

- The referral process to the CSE
- Development of a student's IEP
- Implementation of a student's IEP

- Evaluation of a student's progress toward meeting IEP goals and objectives
- Reporting requirements to parents and CSEs
- Confidentiality and student records
- Discipline of students with disabilities.

HCCS will use several approaches to train staff members, including workshops, small group instruction, individualized instruction, modeling and embedded training. During the summer preceding each school year, the Principal, with approval from the Board of Trustees, will identify and select the consultant(s) and/or company(ies) who will deliver the training, based on their assessment of the prior year's training (and feedback from teachers regarding such training) and on review of the school's needs. In a workshop held annually during the professional development days preceding the opening school, general, special education teachers, and teaching assistants, together with administrators, including the Superintendent, the Chief of Operations, the Principal, Dean of Academics, Guidance Counselor, Youth Development Counselor and Greek Lead Teacher, will review and be instructed in the protocols relating to the education of students with disabilities. During the academic year, bi-weekly grade level special education meetings will be held, which combine student academic and behavioral progress review with planning, collaboration, and further professional development. All teachers and administrators sign statements regarding their responsibilities for confidentiality with the records of students with disabilities. Training will also be provided by the special education staff of HCCS for teachers, as needed, to ensure that teachers fully understand the IEP of each special education student and its instructional implications. With support from the special education staff, teachers will be able to establish modifications in the general education classrooms based on the students' IEP.

Supporting English Language Learners

HCCS-DH will employ ESL specialist who will work with classroom teachers both one-on-one and as teams to meet the needs of ELLs. The ESL specialist will help teachers review benchmarks for their ELL students, making sure individual student needs are met. The ESL specialists will also help teachers work in teams to align curriculum and integrate cross-content projects that support development of ELLs.

<u>Identification of ELL Students</u>

Upon entering HCCS-DH, all families will be asked to complete a Home Language Information Survey (HLIS) in a language or format the parent or guardian best understands. This instrument will help the school identify students that may be limited English proficient (LEP) or English language learners (ELL) and therefore require further screening. Any student whose home language or first language is not English will then be interviewed by the school to make an assessment of the student’s oral proficiency in English. Once this initial screening process is complete, the school will conduct a formal assessment of any student who speaks little or no English to determine the student’s level of English language proficiency by administering the NYS Identification Test for ELLs (NYSITELL). This assessment is administered to LEP/ELL students only one time. Future assessments of the student’s English language proficiency are conducted in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is the only assessment used to determine ELA proficiency. The parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the

student remain at HCCS-DH, the student will be provided a special language instructional program that is designed to teach English as well as the general curriculum.

Instructional Program provided for LEPs and ELLs

Within its inclusive classrooms, HCCS-DH will implement a research-based LEP/ELL program model. Research of English as a Second Language (ESL) programs indicates successful performance on English examinations is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and sheltered instruction (Cummins, 1999). The goal of the HCCS-DH program will be to develop English language and academic skills among LEP and ELL students. Content instruction will be provided in English with instructional methods to make content comprehensible. According to Short, Hudec and Echevarria (2002), HCCS-DH's approach is a "means for making grade-level academic content more accessible for English language learners while promoting their English language development."

Teachers will also utilize special instructional strategies sometimes referred to nationally as "sheltered English techniques" (SET) or "Specially Designed Academic Instruction in English" (SDAIE) for delivering content for English language learners in English. At HCCS-DH, students will receive instruction from their classroom teachers and, as needed, discrete ESL instruction from highly qualified ESL co-teacher. HCCS-DH will use the ESL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that LEP and ELL students meet the same standards as the general student population. Professional development for teachers and administrators in instruction methodology appropriate for language learners (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to LEP and ELL students are equal to those of the general population. Appropriate materials will be available for ESL instruction.

Equitable Opportunities & High Expectations for LEP and ELL Students

HCCS-DH will ensure that LEP and ELL students are not be excluded from curricular activities based on an inability to speak and/or understand the language of instruction. The school further ensures that LEP and ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and other information from the school in their native language to encourage participation in all school activities. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of LEP and ELL student participation in extracurricular activities to identify any impediment to their full participation. The results of this review along with recommendations for improvement if necessary will be presented to the Education Committee of the Board of Trustees. Furthermore, HCCS-DH will guarantee that materials and facilities for the implementation of the LEP and ELL instructional program will not be inferior to those materials and facilities available to English proficient students, and will be of the same quality and quantity available to the general student population.

The federal *Every Student Succeeds Act (ESSA*) requires that the language arts proficiency of all students who are LEP or ELL be measured annually as part of school and district accountability. ESSA also requires that the English proficiency of all LEP and ELL students be annually assessed. In compliance with these requirements, HCCS-DH will administer the NYS ELA assessment to LEP and ELL students who have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. Only those LEP and ELL students who were enrolled in school in the United States (excluding Puerto Rico) for less than one year, may take the NYSESLAT in lieu of the ELA test.

Any student classified and receiving educational services as a LEP or ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of LEP or ELL services. No student will be exited from the LEP/ELL program unless they can read, write, and comprehend in English well enough to participate meaningfully in the school's program.

Training for Teachers and Staff to Support LEP/ELL Students

HCCS-DH will undertake a training program for teachers who are directly involved with LEP and ELL students. This training will become a standard part of the HCCS-DH annual professional development plan (see II.H). The staff development program will enhance staff appreciation for the LEP and ELL students' native languages and cultures, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for LEP and ELL students. In addition, HCCS-DH will employ an ESL teacher on staff.

Supporting Gifted & Advanced Students

HCCS-DH will provide students enrichment through math and literacy clubs lead by instructional coaches. To facilitate and provide further academic rigor for students who are advanced, the emphasis of independence is fostered in and out of the classroom setting. Students are offered programs in music, such as band, and participation in Greek language enrichment programs, such as Athena's Academy.

Staff

Staff held accountable for special populations are overseen by the Dean of Academics, who reports to the Principal (the Principal reports directly to the Superintendent, who reports to the School Board). The HCCS-DH Board provides the support, guidance and approval of special programs and resources needed to ensure the success of all students including those from special populations.

E. ASSESSMENT

Data Cultures

Educators at HCCS-DH will engage in a rigorous process to build collaborative data cultures dedicated to using data regularly to improve teacher and learning. The approach is based on the research-based methodologies and materials documented in Nancy Love's book *The Data Coach's Guide to Improving Learning for All Students* (Corwin Press, 2008). The core belief that guides the data use approach is that significant improvement in student learning and in closing achievement gaps is a moral responsibility and a real possibility in a relatively short amount of time—two to three years. Working in groups of professional learning communities (PLCs), HCCS-DH educators will deconstruct student learning problems and test out solutions through the rigorous use of data and reflective dialogue through the five-step process described below.

Step 1 – Building the Foundation
Task 1 – Launch the Data Team
Task 2 – Reflect on Our School
Task 3 – Raise Awareness of Cultural Proficiency
Task 4 – Commit to Shared Values, Standards and Vision

Step 2 – Identifying a Student-Learning Problem
Task 5 – Build Data Literacy
Task 6 – Drill Down into Aggregate-Level Analysis
Task 7 – Drill Down into Disaggregate-Level Analysis
Task 8 – Drill Down into Strand-Level Analysis
Task 9 – Drill Down into Item-Level Analysis
Task 10 – Examine Student Work
Task 11 – Drill Down into Formative Assessments and other Local Student-Learning Data Sources
Task 12 – Identify a Student-Learning Problem and Goal

Step 3 – Verifying Causes
Task 13 – Conduct Cause-and-Effect Analysis
Task 14 – Verify Causes through Research and Local Data

Step 4 – Generating Solutions
Task 15 – Build Your Logic Model
Task 16 – Refine Outcomes and Strategies
Task 17 – Develop a Monitoring Plan

Step 5 – Implementing, Monitoring & Achieving Results
Task 18 – Take Action and Monitor Results
Task 19 – Celebrate Success and Renew Collaborative Inquiry

This continuous inquiry process supports HCCS-DH's overall educational plan, particularly for implementing differentiation through the workshop model, maintaining inclusive learning environments, and implementing response to intervention (RTI) for at-risk students. This Data Use approach has proven effective in a range of public school systems around the country. Our sister school, HCCS-Park Slope, has been implementing this approach since 2009 and will serve as a "laboratory" for HCCS-DH teachers to learn the process, engage with authentic data, and build their capacity to develop strong data cultures at HCCS-DH. To review case studies of schools and districts that have successfully implemented this approach, see http://usingdata.terc.edu/in_schools/case_studies.cfm.

Assessments to Provide Data
HCCS-DH will adopt the assessment program currently in use at HCCS-PS, as it has proven highly effective in providing the data necessary for the inquiry process described above.

English Language Arts

The *Fox in a Box* Assessment will be administered twice each year, for grades K through 3, until students have mastered all of the grade appropriate skills. Teachers will reflect on the skills students have and have not mastered and use that information to inform their instruction.

Teachers will administer the Fountas & Pinnell *Benchmark Assessment System* formally three times a year. They will collaborate to analyze results focusing on the cueing systems a student is and is not using. They will also focus on the "word-work" necessary to additionally support a student's reading progress.

The *NWEA* test will be administered upon enrollment in the school and then again in the spring for all students. Performance on the NWEA will not only be used for accountability purposes, but to identify weaknesses in student skills as well as areas of the curriculum that need bolstering.

Based upon the analysis performed by the teachers, each teacher will develop a Plan of Action for each student, they will set individual student goals, for the six-week cycle, to teach the skills, strategies, and "word-work" the assessments have identified. Teachers will also form their guided reading and guided writing groupings based upon analysis of the above data. Finally, this analysis will allow teachers to group and regroup students by need rather than by reading level.

Reading conferences are an assessment that occurs daily. During this interaction of a teacher with a single student, the teacher will: (1) listen to a student read aloud to determine accuracy and fluency, (2) ask questions regarding what the student is reading to determine comprehension, (3) demonstrate the strategies of good readers, such as self-monitoring by a look-back strategy, (4) explain the value of using such readers' strategies regularly, (5) reinforce direct instruction done in the whole-class setting by repeating a point, (6) converse with the student about any problems they noticed or the student has identified, (7) make recommendations regarding things the student might enjoy or benefit from reading or writing, (8) discuss reading habits, (9) strategize with the student about what needs to happen next, and (10) set a tangible goal for the student to work on independently and encourage the student to monitor his/her progress.

Mathematics

In adopting *GoMath*, HCCS has selected a math program that provides an instructional design where frequent assessment monitors progress. It is this frequent monitoring that gives students valuable feedback and course corrections, while giving teachers information about students that will guide their instruction. Timely intervention helps focus the instructional process.

The assessment scheme through a typical year includes: (1) placement and diagnostic testing at the start of the year, (2) "Review What you Know" at the start of each topic, (3) Do you understand?, prevention of misconceptions, error intervention, and re-teaching (as needed) during each lesson, (4) Exit Tickets administered at the end of each lesson, (5) Topic test in NYS Mathematics format at the end of each topic, (6) Cumulative and Benchmark tests after every four topics, and (7) Cumulative and NYS Practice Test at the end of the year.

Data analysis will be completed following each assessment. Topics and subtopics are noted and teachers will group students based upon assessment results for additional intervention lessons as needed.

The NWEA test will be administered upon enrollment in the school and then again in the spring for all students. Performance on the NWEA will not only be used for accountability

purposes, but to identify weaknesses in student skills as well as areas of the curriculum that need bolstering.

Science

Students will complete end-of-chapter tests following the unit of study. These tests will closely echo the NYS Grade 4 (possibly to transition to Grade 5) Science Test. These tests will contain multiple choice and short response questions. Additionally, there will be "hands-on" questions where students perform tasks and then draw conclusions to answer questions. This process will be reinforced throughout the unit of study and teachers will assess student learning throughout the unit of study. Interventions can be made in real-time to focus the instruction based upon student need. Rubrics are also provided and teachers score these tests collaboratively to determine skills and strategies they must reinforce.

Social Studies

Students will complete an end-of-chapter test following the unit of study. These tests will contain multiple choice and short response questions. Additionally, there will be extended response questions based upon Document Based Questions (DBQs). Students will have multiple opportunities to work with DBQs. Teachers will use the data to make interventions that support learning in “real-time,” thereby focusing instruction on student need. Rubrics are provided and teachers will score these tests collaboratively to determine skills and strategies they must reinforce.

Greek

To assess Greek proficiency in grades K through 5, HCCS-DH will administer Greek Proficiency Assessments in the four language domains: Speaking, Reading, Listening and Writing. These assessments have been in use at HCCS-Park Slope since it first opened, and have been refined with help from researchers at New York University and institutions of high education in Greece. Students will be tested at every grade on grade-level measures with the goal of preparing students to NYSED the High School Greek Regents by 8th grade. (Note that HCCS-DH will apply to expand from K-5 to K-8 if granted a charter and approved for a second term.) HCCS will track student performance over time to ensure that all students, regardless of grade level at enrollment, show growth in the acquisition of the Greek language.

Assessment Calendar

Following is a listing of each assessment, its purpose, format, when it is administered and for which grades.

Name of Assessment	Purpose	Format	Grades Administered	When Administered
Fox in a Box	Identify reading fluency, phonemic awareness, competency, reading comprehension and writing development level	Interim Diagnostic	K - 3	Sept , Jan, June
Home Language Information Survey (HLIS)	Identify those students who may be eligible for ESL programs as identified by home language	Diagnostic	K-8	Upon enrollment
NYS Identification Test for ELLs (NYSITELL)	To measure language proficiency in English; to determine entitlement to ESL/Bilingual programs for students whose home language is other than English.	Formative	K-8	Once in Sept. if required by the HLIS

NWEA	Estimate the general development level of students, identify each student's areas of strength/weakness in subject areas (high & low) and to monitor year-to-year development changes	Formative Summative	1-8	At entrance to school and annually each Spring
Fountas & Pinnell Benchmark Assessments	To determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement To group students for reading instruction To plan purposeful instruction: efficient & effective To identify students who need intervention and help To document student progress across the school year	Interim Formative	K-8	Beginning September for grades 1 – 8 , for grade K in January, three administration periods in Oct, January and May
Greek Letter Recognition and Writing Common Assessment	To determine student ability to recognize and write letters in the Greek alphabet	Summative	K-1	May/June
Greek Verbal Common Assessment	To determine student ability to orally communicate in Greek	Summative	K-8	May/June
Greek Listening Common Assessment.	To determine student ability to comprehend spoken Greek language	Summative	1-8	May/June
Greek Reading Common Assessment	To determine student ability to read Greek	Summative	1-8	May/June
Greek Writing Common Assessment	To determine student ability to write in Greek	Summative	2-8	May/June
New York State Education Department High School Greek Regents Exam	To determine student proficiency in the Greek language		8	June
New York State ELA	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension, and writing	Formative	3-8	April*
New York State Math	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning, and problem-solving	Formative	3-8	May*
New York State Common Core Algebra I Regents Exam	To measure mastery of skills and knowledge required of the algebra discipline.	Summative	8th graders who are taking Common Core Algebra I	June
New York State Earth Science Regents Exam	To measure mastery of skills and knowledge required of earth science.	Summative	8th graders recommended by the Science Department to sit for the Regent	June
New York State Science	Identify students' ability to meet or exceed grade level standards in science content and use of the scientific tools	Formative	4 and 8 May change to grade 5 for 2019	May/June
NYS Alternative	To determine performance of students	Formative	K-5 SPED	October – February as

Assessments	with severe cognitive disabilities toward achieving the New York State learning standards.			needed
Specialized High Schools Admissions Test	To determine high school placement in the specialized schools in NYC	Summative	8	November
New York State English as a Second Language Achievement Test (NYSESLAT)	To determining an English Language Learner's (ELL) English Performance Level	Formative Summative	K-8	April/May for those with NYSITELL

* HCCS will administer these NYS Assessments as prescribed by NYS on the dates that required for each school year

Rationale, Validity & Reliability of Assessments

Fox in a Box

Fox in a Box standardized assessment (the commercial version of the former ECLAS-2 assessment) to identify reading fluency, phonemic awareness, competency, reading comprehension and writing development level will provide a source of information about student ability. It has been tested nationally for validity and reliability among diverse student communities.

NWEA

NWEA has one of the most robust norming samples of commercial K-12 assessments, and available studies on the NWEA website indicate that the assessment predicts proficiency on state tests and college readiness college readiness for students in grades 5 – 8 as measured by ACT benchmarks. The NWEA is program is guided by the Standards for Educational and Psychological Testing. The company's Research Team consistently studies and analyses test reliability, validity, and fairness across all populations tested.

Fountas & Pinnell Benchmark System Assessments

Fountas & Pinnell will give teachers a more accurate picture of the students' reading and comprehension needs consistent with the leveling system. It has been tested nationally for validity and reliability among diverse student communities.

Greek Assessments

HCCS-DH will track student performance over time to ensure that all students, regardless of grade level at enrollment, show growth in the acquisition of the Greek language. In order to do this, HCCS-DH will use the common assessments developed at HCCS-PS; we will administer these assessments at every grade level to ensure that all students are progressing in their acquisition and understanding of the Greek language. HCCS- PS worked with professionals in the educational field, particularly in Greek education, to develop and refine these assessments to ensure reliability and validity.

Administering, Collecting, Storing & Analyzing Data

At HCCS-DH, frequent assessment will provide teachers and administrators with the data they need to inform instruction in the classroom. HCCS-DH will gather data from many sources to inform day-to-day instruction. In addition to the school's digital records of assessment (stored through the secure, third-party student assessment system PerformancePLUS), an assessment binder will be established and continuously updated for each class where data will be stored and easily accessed.

The assessment program is designed to provide the data necessary to determine student achievement by individual student or aggregated by class, grade and school. Analysis of student

data will include the disaggregation of data into such categories as gender, special needs, free and reduced lunch status, race, and ELLs. It will provide information about the school's degree of success, not only in the aggregate but also with respect to the disaggregated categories.

As described above, HCCS-DH teachers will use this data to inform the 5-step continuous inquiry process and refine curriculum and instruction for students. Areas of teacher improvement that are revealed through this analysis will be addressed within the HCCS-DH annual professional development plan.

Communication with Students and Families

HCCS-DH will provide its families and students with multiple forms of data, which will allow for parents/guardians to be informed on student academic progress and achievement. Individual student progress reports will be distributed three times during the school year prior to the distribution of student report cards in November, March and June. Parent Teacher Conferences are held twice during the school year, providing families the opportunity to meet with the classroom teacher to discuss current progress. The HCCS-DH principal will also request classroom teachers to informally contact parents/guardians with feedback about their student's progress. Parents are also informed mid-year if their child is At-Risk and are Promotion in Doubt (PID). Student academic achievement is also acknowledged monthly through celebrations such as Student of the Month, where families and students are invited to the school for a small ceremony and celebrated for their academic progress and achievement.

Administrator, Board Member, Family, and Student Data Use

Trends identified through the analysis of data will facilitate the improvement of student progress, learning and achievement. Students will use data provided by their teachers to monitor and reach targeted goals created in collaboration with the classroom teachers. Families will be provided with multiple forms of data on student progress in order to assist their child(ren) in meeting academic goals. Administration will track and monitor data to assist teachers in supporting students, identifying those that may require additional support or enrichment. The administration's responsibility is to consistently report to the Board and its members the school's progress towards attaining its charter goals. The Board will offer guidance, planning, support and approval of special programs and resources to ensure HCCS-DH meets and exceeds its targeted annual goals.

F. PERFORMANCE, PROMOTION & GRADUATION STANDARDS

All HCCS-DH, students will be held to specific promotion criteria for attendance[xxvii], comprehensive classroom assessments, which include work samples, anecdotes, benchmark assessments (i.e., Fox in a Box and NYS Standardized Test scores), and teachers' assessments and observations. HCCS-DH will reserve the right to make a promotion decision when standardized test scores do no match previous student achievement as seen through classroom assessments. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below will be noted as "Promotion in Doubt" during the winter. At that time, families will be notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year, they will be mandated to attend summer school and/or identified for retention for the following year. All criteria are fully included in the final decision for promotion as defined below:

Grade Level	Attendance	Teacher Recommendation	Benchmark Testing
Kindergarten	95%	At grade level performance	Fox in a Box Benchmark at grade level
Grade 1	95%	At grade level performance	Fox in a Box Benchmark at grade level
Grade 2	95%	At grade level performance	Fox in a Box Benchmark at grade level
Grade 3	95%	At grade level performance	ELA and Math Level 2 and above
Grade 4	95%	At grade level performance	ELA, Math, and Science Level 2 and above
Grade 5	95%	At grade level performance	ELA and Math, Level 2 and above

Plan for Meeting the Needs of Failing Students

HCCS-DH has established a framework for a Response to Intervention (RtI) plan that ensures a viable support plan and resources delivered to meet the needs of diverse learners. Specifically, HCCS-DH will follow a multi-tiered process for using research-based instructional practices to be implemented based on each failing student's specific needs, monitoring failing students' progress using valid and reliable measures, and adjusting and differentiating instruction based on a student's response to intervention. HCCS-DH will identify struggling students early and implement a scientifically-based intervention based on need as early as possible. HCCS-DH will also offer the early intervention reading program, Reading Rescue, to students that are not meeting benchmarks in reading in grades K, 1 and 2. This is a one-on-one, daily 30-minute "tutoring" program which provides students with explicit instruction in literacy. Lastly, HCCS-DH will also adopt the strategy of "previewing" - one of the many strategies HCCS-PS offers to its students- by providing students who are struggling academically, the opportunity to view upcoming concepts, vocabulary and content before instruction is provided to all students.

G. SCHOOL CULTURE & CLIMATE

Vision for the School Culture

HCCS-DH will develop a school culture where everyone—students, parents, teachers, staff and school leaders—are deeply committed to our students' success, as well as promote a professional learning environment and culture. By "success," we mean that students are prepared academically, socially and emotionally for long-term success in school and life. The school's culture will promote and embed a culture of "learners". We recognize that it is the early years of education that can truly determine and set the foundation for student's academic success and future. HCCS-DH culture will be one in which everyone works towards a growth mindset and the school community along with all stakeholders understand that all students can learn; likewise, teachers are willing to take risks in order to learn and reach positive outcomes (see KDE #3). For this to happen, we must develop a school culture of "trust" by fostering positive relationships and promoting a supportive environment to all. HCCS-DH aims to help students be "successful" by providing them with a holistic educational experience that includes helping them develop the "soft skills" they will need to grow and develop through middle school, high school, college and beyond.

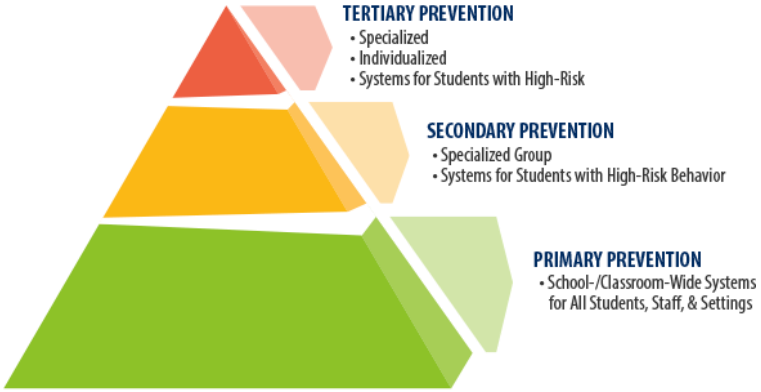
School-Wide Positive Behavioral Interventions & Supports (SW-PBIS)

As the changes to the federal ESSA regulations demonstrate, there is growing consensus nationwide that schools are responsible for helping students succeed academically and socially-emotionally. In the past, when students experienced academic challenges, educators unilaterally agreed that it was our ethical responsibility to provide those students with interventions and supports to improve their academic performance. However, when students experience behavioral challenges, the traditional response was discipline. Particularly for elementary school students,

this response can be deeply counter-productive by labeling the student as a "problem students" (within the school community, with their family and within their own sense of self).

The Johns Hopkins Institute for Education Policy summarizes the recent shift in disciplinary approach that research is informing: "Researchers have concluded that years of punitive discipline measures have produced harmful consequences for students. Suspended students are more likely to fail courses and become chronically absent (Hammond, Linton, Smink, & Drew, 2007). Increased disengagement and subsequent drop-out imposes significant social and economic costs (Rumberger & Losen, 2016). Receiving just one out-of-school suspension can potentially alter a student's educational trajectory (Balfanz, Byrnes, & Fox, 2013). Minority students often bear the brunt of this harm, as they are suspended at significantly higher rates than their white peers (Noltemeyer, Marie, Mcloughlin, & Vanderwood, 2015)."

Following in the steps of our sister school HCCS-Park Slope, HCCS-DH will take the opposite approach to building school culture by implementing School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) that, like the Response to Intervention model for academic challenges, takes a tiered approach to addressing student behavioral needs.



Implementing PBIS

In the past, we have depended solely on teachers identifying problematic student behaviors as the means to initiate interventions. The problem with this approach is that the problematic behaviors are typically *symptoms* of foundational challenges that students face. For example, bullying may be a result of low self-esteem. Rather than wait for the problematic behaviors to surface, HCCS-DH will actively engage in processes to assess and monitor students' senses of themselves and the school climate. To this end, HCCS-DH will:

- **Assess and Build Student Resiliency through Social Emotional Learning** – HCCS-DH will implement *ScholarCentric*, a research-based approach to assessing and supporting developing of student resiliency, in addition to Competent Kids Caring Classrooms, an SEL program currently used at HCCS-PS provided by the Ackerman Institute for the Family, which helps develop a community of "caring"; through social-emotional interactions and foster the home to school connection. ScholarCentric provides educators with tools and resources to assess and teach six critical social and emotional skills that have been proven to improve student engagement, achievement, and graduation rates. The program includes a research-validated predictive assessment that identifies which students are at risk and why; research-based curricula that guides students to understand the importance of education and

set attainable goals; and comprehensive professional development (PD) resources. Longitudinal studies have shown that ScholarCentric's *Success Highways* curriculum strengthens the resiliency skills students need to persevere and succeed in school and improves attendance, grades and graduation rates. In efficacy studies of over 7,000 students in major school districts, students who used *Success Highways* improved across multiple measures: 23% higher GPAs, 19% more courses passed, 17% more credits earned and 9% better attendance.[xxviii]

- **Establish Restorative Practices to Build Supportive Relationships** – HCCS-DH will establish comprehensive, school-wide restorative practices in order to improve relationships among all members of the learning environment—students, teachers, administrators, parents. These restorative practices will help improve conflict resolution and crisis management as well as establish proactive relationship-building practices that reduce the need for conflict or crisis management (Vaandeering, 2010). We are looking to focus on implementing *Restorative Circles* to build collaboration, respect, and positive behavior among students and teachers. We are focusing on this approach because research on implementation of restorative practices shows that it is most effective when the school staff are willing to reflect daily on their own interactions and dedicate specific time to "be" with their students so that "behavior" involved proactive learning for all students and staff.[xxix]

This approach to implementing PBIS puts the final accountability in the hands of school leaders but spreads responsibility for implementation across the entire school staff. It is data-informed and provides for continuous monitoring in similar ways that schools have been monitoring progress in academic measures for the past two decades.

Communicating our School Climate Vision & Student Behavioral Expectations

HCCS-DH will clearly communicate our vision for the school climate in all formats—school promotional materials, during school visits for prospective families, and in the student handbook, parent handbook, and disciplinary procedures. As described in our Code of Conduct/Discipline Policy, while HCCS-DH will attempt to help students develop positive behaviors in the face of infractions, the school will maintain suspension and expulsion policies that are intended to protect the welfare of the entire school community. Please see Attachment 4 for a full description of HCCS-DH's disciplinary policies for general education students as well as students with disabilities.

Monitoring the School Climate

As HCCS-DH will be located within the boundaries of the New York City public school system, we be able to use data from the NYCDOE's School Learning Environment Survey to monitor our school climate. This survey includes input from students, teachers and parents on all aspects of the school environment and provides granular data on specific aspects such as students' perceptions on bullying, teaching investment in their welfare, and overall support options at the school. By providing multiple perspectives—students, teachers and parents—the survey gives a 360 degree view of the school climate and provides leaders with the information they need to address any issues.

H. SCHOOL SCHEDULE & CALENDAR

Annual School Calendar

HCCS-DH will have an extended day to maximize instructional hours to create a high performing school with high achieving students. HCCS-DH will have 45 more minutes in the school day than the regular public schools. HCCS-DH will have 181 days of school for students.

The proposed annual school calendar with estimated dates is provided below (this calendar will be adjusted to more closely reflect the holidays on the NYCDOE calendar once it is released). The first day of school for students will follow Labor Day of each year, and the last day will be in the end of June of each year. The first day for teachers will be approximately one week prior to the start of school and will commence with a one-week pre-opening professional development period. The last day for teachers will be approximately two days after the close of school.

Month	Holidays	Total Student School Days
September	Rosh Hashanah Yom Kippur	13
October	Columbus Day	21
November	Veterans Day Thanksgiving	18
December	Winter Break	16
January	Winter Break (continued) MLK Jr. Day	19
February	Presidents' Day	20
March	Good Friday	22
April	Passover	20
May	Memorial Day	21
June		11
Total Instructional Days		**181**

HCCS-DH will have 3 trimesters, September to November, November to March and March to June. As mentioned previously, all staff reports approximately one-week before the commencement of school opening. Throughout the school year, a faculty meeting is held once a month. This is in addition to professional developed cycles (totaling10 days throughout the school year) with staff-developers from Teachers College Reading and Writing Project. In addition, there are "calendar days" held at Columbia University where teachers attend grade or content-specific professional development. Professional development is also provided through the Math Coach, Special Education teachers and administration during scheduled grade-band meetings twice a month. There are also two half-day professional development held on Election Day in November and on "Brooklyn/Queens Anniversary Day" in June.

HCCS-DH will offer summer remediation in grades 3 through 5 for students who have been identified as "at-risk" or students whose promotion is in doubt. Summer remediation course runs from three to four consecutive weeks beginning the first week of July though the first week of August. Throughout summer school, instructors add to the student's portfolios, administer assessments and address academic areas of ELA and Mathematics. Promotional decisions follow after the completion of summer school and final recommendations are provided by the classroom and summer school teacher as well as administration.

Instructional Day

As described in Section II.C, HCCS-DH uses the Workshop Model to differentiate instruction for students performing at various levels (below, on and above grade level). This allows for a consistent instructional experience for the majority of students who may be working with different materials (e.g. leveled reading) but simultaneous with their peers. In addition, the co-teaching model described in Section II.C further supports this inclusive learning environment. Students who need additional support can receive this during the course of the normal instructional flow with "pull out" services being limited to students at Tiers 2 or 3 on the

Response to Intervention (RTI) framework (see Section II.D). Similarly, students who are above grade level are provided with more advanced assignments, tasks, and activities through the Workshop Model with special enrichment opportunities as described in Section II.D.

Student Weekly Schedule

As reflected in the sample weekly schedules for grades K, 3 and 5 included in Attachment 4a, students arrive at school by 8:00AM and begin their day with the pledge of allegiance and school pledge. For Kindergarteners, students then engage in a morning meeting where the teachers sets out expectations for the day and then they progress through the core subjects of ELA and Math in the morning, have lunch from 10:35 to 11:20 followed by recess, a read aloud or rest, then cycle through special topic courses (music, physical education and art) followed by daily Greek instruction, science (MWF) and social studies (TR) with investigative play and a snack finishing out their day by 3:30. In third grade, students continue to have fairly consistent schedules from day to day but we shift the period for their special topics throughout the week (in the mornings only) to break up the ELA instruction at different points throughout the week. This small shift in the daily schedule helps students begin to adapt to the more fluid schedules they will experience in middle and high school. Finally, in fifth grade, student schedules vary more, with students moving between subjects throughout the day and at different times throughout the week. This further supports their transition to middle school.

Teacher Weekly Schedule

As reflected in the sample weekly schedules for grades K, 3 and 5 included in Attachment 4a, teachers' schedules mirror those of their students during the instructional day. General Education teachers are provided with 45 minutes of daily prep time while students engage in Greek instruction and all teachers are provided with two common planning sessions weekly. As described in Section II.C, teachers work in professional learning communities (PLCs) during these blocks and are joined by ELA and Math coaches during one of the weekly sessions.

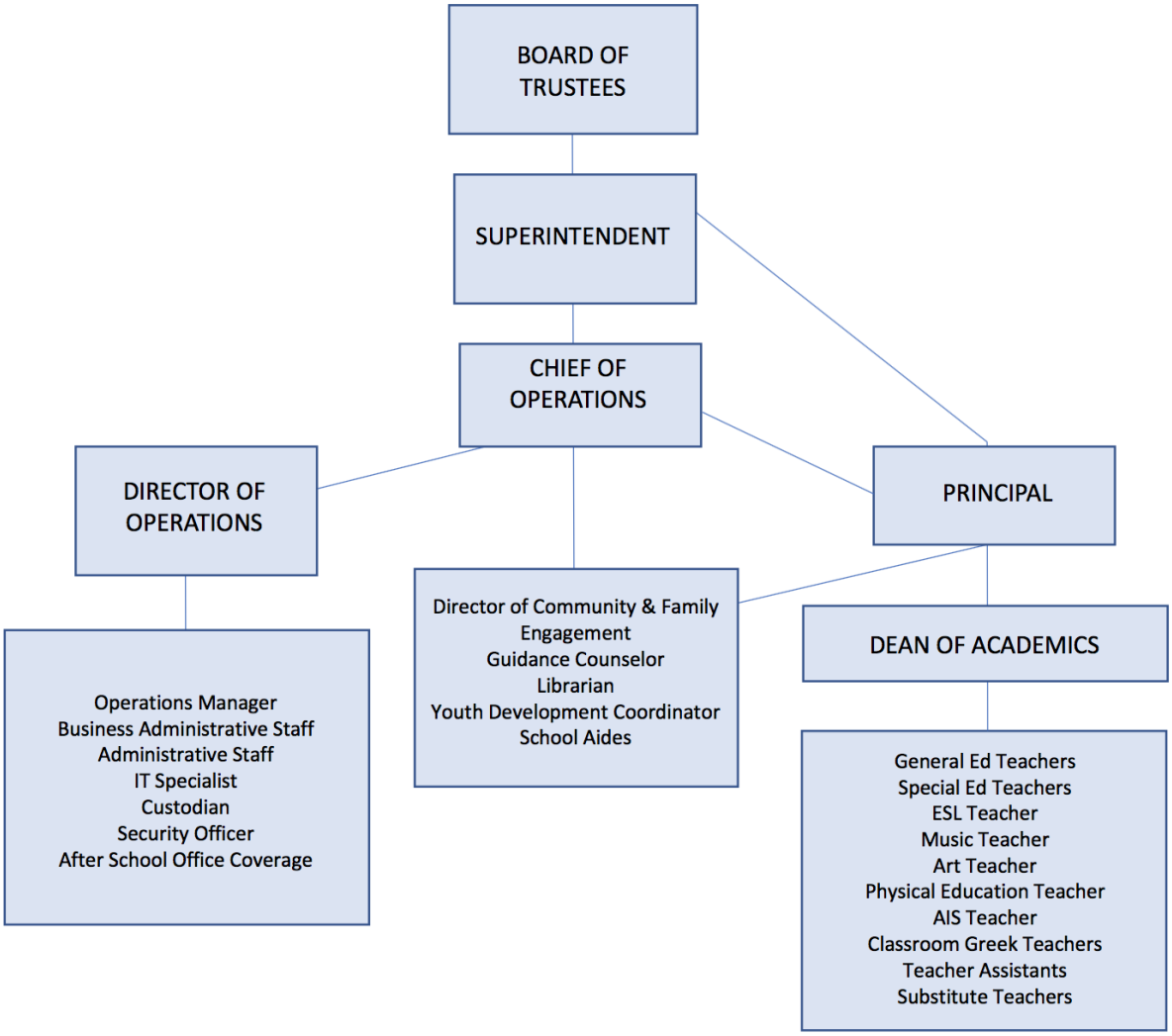
Teachers are able to arrive at school between 7:30 – 8:00 AM, with a start time of 8:00 AM and can leave by 4:00 PM. Teachers are able to stay in the building until 6:00 PM if they chose to do so. In the first month of school, teachers individually have a meeting with the principal to discuss data, student progress, curriculum and instruction. Grade-band meetings are on a rotating schedule. Grade-band meetings will be held and facilitated by the Dean of Academics along with the Principal. A sample schedule of Grade-Band meetings is as follows: Week one is a full grade meeting (i.e all teachers who teach grades K -2), week two is a meeting with the Special Education providers by grade level, week three a meeting with the ELL teacher, followed by meetings with the Dean of Academics or Math coach. Teachers meet with the Science Coach during the scheduled Common Planning times by grade level.

As mentioned previously, there will be constant formal and informal meetings and collaboration among classroom teachers and all service providers of special populations. Teachers are asked monthly to reach out to parents through phone calls to the home, emails or class newsletters. It is expected that teachers update and inform parents of what is occurring in the classroom on a month to month basis through newsletters.

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

HCCS-DH Organizational Chart



Rationale for Structure of School

As described in Section I, HCCS-Dyker Heights ("HCCS-DH") is modeled after HCCS-Park Slope ("HCCS-PS"), a successful charter school located in CSD 15 (which neighbors CSD 20 directly to the north). The two schools will share one Board of Trustees. Christina Tettonis, current Principal of HCCS-PS, will transition to the role of Superintendent for both HCCS-PS and HCCS-DH. Currently, HCCS-PS has a "principal-in-training," sponsored through the School Empowerment Network's Charter Leader Fellowship program who will become principal of HCCS-DH. A new principal will be selected to lead HCCS-PS. Mrs. Tettonis will split her time between the two schools over the five-year charter period as follows:

Superintendent's Time at HCCS-Park Slope & HCCS-Dyker Heights

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
HCCS-Park Slope	30%	30%	40%	50%	50%
HCCS-Dyker Heights	70%	70%	60%	50%	50%
Total Time	100%	100%	100%	100%	100%

The goal of the replication is to build upon and leverage the success of HCCS-PS while ensuring continuity and ongoing success at the original school. To this end, the shared Board of Trustees will be charged with governance of both HCCS-DH and HCCS-PS. They will set goals and perform oversight in the areas outlined in the NYSED Performance Framework for student academic performance, organizational soundness, and faithfulness to charter law. They will ensure that there are effective, approved policies and procedures, systems available that allow school staff to track effectiveness, and all aspects of the charter are being implemented at the school. The Board will oversee the Superintendent who will be responsible for implementing these policies, systems, and charter components at both HCCS-DH and HCCS-PS. The Principal will oversee all aspects of the educational program at HCCS-DH with support from a Dean of Academics starting in Year 2 of the charter. The Principal will support school operations together with a Chief of Operations, whose time will be split between the two schools at the same percentages of time as the Superintendent (see above). As reflected in the HCCS-DH Staffing Plan chart included in Section C that follows, we will scale-up the number of teachers and counselors over the five-year period to match our overall growth plan described in Section I.F. We will also add the position of Youth Development Coordinator in Year 3.

B. BOARD OF TRUSTEES & GOVERNANCE

Trustee Roles and Responsibilities

In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to: 1) the mission, goals and programs of the school; 2) the principle that all students can learn and that all students deserve numerous quality opportunities to be successful; and 3) that the School will become an active institution in CSD 20, engaged in the well-being of all citizens. Meeting once a month, they will be responsible for oversight of the entire school, including budget, academics, ensuring that all staff are hired to effectively support the school, students, and charter, legal and compliance issues, and approving all policies and procedures as required by law, regulation, or necessity to effectively run a school. They will not be responsible for implementing day-to-day policies and activities, this will be the responsibility of the Superintendent who will report to the Board monthly on these activities. The Board has the sole responsibility of hiring and firing the Superintendent.

Governance Practices

HCCS-DH will share a Board of Trustees with HCCS-PS, which currently has 8 members. The Board of both schools will be referred to as the "HCCS Board of Trustees" to reflect oversight of both schools. The Board will have no less than five members nor exceed fifteen members.

- **Qualifications for Membership** – All HCCS Board members must meet the following qualifications: 1) Experience and expertise in a professional field that would benefit the Board and the School; 2) Being at least 18 years of age; 3) Commitment to community service; 4) An understanding of the struggles of people living in poverty, students with disabilities and English language learners; 5) Integrity; and 6) Approved fingerprints.
- **Recruitment & Selection** – When we recruited the Board for HCCS, we looked for individuals who believed in and could contribute to the mission of the school. In particular,

we sought out individuals with strong educational, financial, legal, and facilities backgrounds.

- **Election & Board Terms -** Upon chartering and receiving Directors & Officers Insurance, the Board will elect the members selected and approved by NYSED. All Board terms according to our Bylaws at HCCS, which have been vetted by attorneys and submitted to NYSED, state that all Board Terms are for three years and members can be reelected.
- **Ex Officio and Structure of Board -** There are no ex officio or representative members of the Board. The structure of the Board consists of a Board Chair, Secretary, Treasurer, and Members. Much of the work of the Board will be conducted in committees. The HCCS Board currently consists of four standing committees: Executive Committee, Finance Committee, Education Committee and Facilities Committee. If HCCS-DH is granted a charter, the HCCS Board will establish a Replication Committee to oversee development and growth of HCCS-DH. The Executive Committee will consist of three members of the HCCS Board of Trustees. In addition, each Committee will consist of at least three members. The Education Committee may, at the discretion of the Board, include non-Board members.
- **Conduct of Board & Committees -** At HCCS-PS, the full Board of Trustees currently meets once a month. Meetings are open to anyone, are public, and have quorum. Minutes are available on the HCCS-PS website. Executive Sessions are only called when there are issues around a particular student or staff, facilities are being discussed (only when confidential), and evaluation of the Superintendent. Committees meet quarterly or as needed. We will continue these practices for the merged Board.
- **Governing Multiple Schools -** As outlined above, we will have one Board that oversees both HCCS-PS and HCCS-DH. The Replication Committee will be responsible for the additional oversight needed when starting a new school. A rubric will be developed by which the Replication Committee will report information monthly.
- **Parental & Staff Involvement in Governance -** Everyone is welcome at Board meetings, including parents and staff. As reflected in the "Division of Governance and Administrative Roles at HCCS-DH" chart below, HCCS will maintain clear roles, responsibilities and lines of accountability between the Board and school staff.
- **Open Meetings Law -** All Board meetings will be publicized and the schedule of meetings maintained on the website. Emails are sent home to alert parents to the meetings. Again, everyone is welcome at HCCS Board Meetings.
- **Board Training and Development**
  - Orientation - Each new Board member will be provided with information about HCCS, including a copy of the charter; NYSED Annual Report, Consolidated Application, NYC DOE Report Card, financial data, including the most recent audit, a tour of the school facility and an introduction to the HCCS staff at both schools. The Board's Executive Committee will organize and implement these activities. During orientation, the officers of the Board will discuss the responsibilities and expectations of individual Board members with each new Board member, and will discuss his/her specific skills and strengths in relation to the needs of the Board.
  - Training - Board training will be based upon the needs of individual Board members, and the full Board. To address these needs, training opportunities, including workshops, seminars, resource materials, and e-training will be identified from such sources as The Center for Charter School Excellence, *BoardSource, BoardNetUSA*, and *Governance Matter*. The Board Chair will be responsible for maintaining a directory/schedule of

training events. In this capacity, s/he will acquire information about training opportunities and will provide an updated schedule of training events to Board members at each Board meeting. The Board Chairperson will also solicit suggestions for training from each Board committee.

- Standing-Committee Assignments - Depending on the needs of the Board, each Trustee will be assigned to one or more standing committees either during his/her orientation or later in his/her tenure. Board members will be required to learn new information, policies and procedures, as necessary, to carry out committee responsibilities. The Chair of each standing committee will assist committee members in this learning process by recommending appropriate training opportunities and allocating time at committee meetings for training and guidance.

Expertise and Background

During the first two charter terms, HCCS' Board members have demonstrated that they have the capacity, experience and expertise necessary to monitor the School's operational functions. Each Board member has brought his or her respective professional experiences, which span the areas of education, not-for-profit management, financial management, real estate/facilities planning and law, to bear on behalf of HCCS. The brief professional descriptions of each Board member that follows gives background on each member's professional experience. Please see Section I.D for biographical summaries of our Board members that include their expertise, background and contributions to the Board. These brief biographies underscore the capacity of the Board, individually and as a whole, to continue to lead the school into its second charter term and beyond. Attachment 5a includes resumes for each Board member and provides greater detail about each of the HCCS Board member's professional experience and professional and philanthropic affiliations.

Authority of the Board

The development of policy is the most important function of the HCCS Board of Trustees, and it is the Superintendent, the Chief of Operations and Principal who are responsible for the professional leadership necessary to translate Board policy into administrative action. This balanced relationship between the Board, Superintendent, Chief of Operations and the Principal allows the Board to concentrate its time on strategy, policymaking, and related functions, and provides freedom for the Superintendent, Chief of Operations and Principal to manage HCCS-DH within the boundaries established by policy, laws, and regulations.

The Board will delegate day-to-day decision-making to the Superintendent and holds him or her responsible for the overall administration and operation of HCCS-DH. The Superintendent may delegate responsibility and authority to discharge these functions to others, including the Chief of Operations and the Principal, and develop such procedures and regulations as are necessary to ensure the efficient operation of HCCS-DH. The Superintendent will keep the Board apprised of all aspects of the School through such means as reports, presentations, briefings, committee meetings, and regular contact by phone and email.

The Principal will be responsible for all instructional matters. The HCCS-DH Chief of Operations and Principal will implement all policies of the Board in good faith. Both the Chief of Operations and the Principal will operate HCCS-DH in conformity with the approved Charter, adopted Board policies, charter law, and other applicable state and federal laws, and administrative rules, and regulations. The Chief of Operations and the Principal and his or her leadership team will provide information to the Superintendent and Board Chair for use in the

preparation of the agenda for each Board meeting. The Superintendent, Chief of Operations and the Principal and are expected to attend all Board meetings and participate in all deliberations except when their individual contracts are under consideration.

Accountability for School Management

To assess school leadership, HCCS-DH will use the Vanderbilt Assessment of Leadership in Education ("Val-Ed"), a learning-centered leadership assessment system, which focuses on the cycle of (1) assessment, (2) feedback and (3) action. The Val-Ed system measures the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning. Respondents, including teachers, supervisors of the principal and the principal him/herself, are asked to make effectiveness ratings of each of 72 behaviors based on evidence from the current school year. For each behavior, respondents identify sources of evidence for their decisions and give an effectiveness rating in a range of 1 to 5. Results of the Val-Ed assessment provide information about the principal as perceived by the teachers and others expressed in terms related to specific leadership domains. The Val-Ed assessment also assists the principal's supervisors (Superintendent and Board of Trustees) to identify potential areas of professional growth. This information is used by the Principal, Superintendent and Board members to identify key targets for professional development.

The Board will delegate responsibility to the Principal to evaluate the performance of other members of the school leadership team. The Principal will delegate to his or her immediate reports the evaluation of the staff they manage and supervise. The annual assessment of Principal performance will be conducted by the Board's Executive Committee, and the results of the Committee will be reviewed and approved by the full Board of Trustees.

C. MANAGEMENT & STAFFING

HCCS-DH Proposed Staffing Chart

POSITION	AVERAGE STARTING SALARY	FTE				
		YR 1	YR 2	YR 3	YR 4	YR 5
		SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Superintendent	$220,000	.70	.60	.50	.50	.50
Principal	$120,000	1.00	1.00	1.00	1.00	1.00
Dean of Academics	$75,000	0	1.00	1.00	1.00	1.00
General Ed Teachers	$55,000	6.00	9.00	12.00	15.00	18.00
Special Ed Teachers	$55,000	1.00	2.00	3.00	4.00	4.00
ESL Teacher	$55,000	1.00	1.00	2.00	2.00	2.00
Substitute Teachers – per diem	$175/hour					
Teaching Assistants	$30,000	6.00	6.00	8.00	8.00	8.00
Music Teacher P/T in Yr 1 & 2	$55,000	.5	.5	1.00	1.00	2.00
Art Teacher	$55,000	0	0.50	1.00	1.00	1.00

POSITION	AVERAGE STARTING SALARY	FTE				
		YR 1	YR 2	YR 3	YR 4	YR 5
		SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Physical Education Teachers	$55,000	1.00	1.00	1.00	1.00	2.00
AIS Teacher	$55,000	1.00	1.00	2.00	3.00	3.00
Classroom Greek Teachers	$45,000	3.00	3.00	4.00	4.00	4.00
Guidance Counselor	$50,000	1.00	1.00	1.00	2.00	2.00
Librarian	$40,000	0.40	0.40	0.40	0.40	0.40
Youth Development Coordinator	$53,000	0	0	1.00	1.00	1.00
School Aides	$30,000	2.00	2.00	2.00	2.00	2.00
Chief of Operations	$105,000	.70	.60	.50	.50	.50
Operations Manager	$62,000	1.00	1.00	1.00	1.00	1.00
Director of Operations	$75,000	0	1.00	1.00	1.00	1.00
Business Administrative Staff	$42,000	1.00	1.00	1.00	1.00	1.00
Administrative Staff	$42,000	1.00	1.00	1.00	1.00	1.00
IT Specialist P/T in Yr 1 & 2	$40,000	.5	.5	1.00	1.00	1.00
Custodian (2FTE)	$40,000	2.00	2.00	2.00	2.00	2.00
Security Officer	$50,000	2.00	2.00	2.00	2.00	2.00
After School Office Coverage	$35/hour	hourly	hourly	hourly	hourly	Hourly

Rationale for Staffing Plan

The staffing plan fully aligns with our proposed mission and Key Design Elements presented in Section I.

Leadership & Administration – As previously discussed, HCCS-DH will replicate successful practices in place at HCCS-PS. To accomplish this replication, a Superintendent who is thoroughly familiar with the current policies and practices of HCCS-PS will split her time between the two schools with a larger percentage of time dedicated to HCCS-DH in the first years until the school is established and the Principal is confident in fully leading the instructional program. The current Dean of Academics at HCCS-PS will transition to the role of Principal at HCCS-DH while the current Assistant Principal at HCCS-PS will transition to the role of Principal at HCCS-PS. We will add a new Dean of Academics at HCCS-DH in Year 2 to support the Principal in implementing the educational plan. The current Director of Operations for HCCS-PS will serve in the role of Chief of Operations for both schools and split her time between the two schools similar to the Superintendent. This transition/replication plan provides for continuity of leadership at HCCS-PS and a full transfer of knowledge and experience to HCCS-DH.

General Ed Teachers – We will hire General Education Teachers whose experience align with the HCCS-DH mission and KDEs. In Year 1, we will hire teachers for grades K and 1. We will continually add teachers in core and specialty subject areas during the first charter term until we reach full capacity in Year 5. Please see our Proposed Staffing Chart for more details.
Classroom Greek Teachers – As instruction in Greek language and culture is core to our mission and KDEs we will begin Year 1 with 3 Classroom Greek Teachers, which is close to our full staffing plan of 4 teachers in Year 3 and beyond. We learned at HCCS-PS that providing a rich and intensive experience in Greek language and culture early on is critical to building the learning environment we describe in this application. Having "more" teachers then required in the first two years means that they can establish this learning environment early while the General Classroom Teachers focus on getting the core curriculum off the ground at a new school.
Special Education Teachers – Based on the target of enrolling 13.5% students with disabilities, we propose starting Year 1 with 2 Special Ed Teachers and adding one each year through Year 4 in order to maintain capacity for co-teaching as the school grows. We recognize that if the percentage of SWDs is higher than the projected target, we will adjust by hiring additional Special Ed Teachers.
ESL Teachers – Based on the target of enrolling 29.7% ELLs and our plans to help LEPs/ELLs achieve proficiency as quickly as possible, we propose starting Year 1 with 1 ESL teacher and then adding an additional ESL teacher in Year 3. Based on our experiences at HCCS-PS, because of our strong retention rate, the ESL teachers primarily focus on grades K-3 with the greatest intensity of support in grades K and 1.
AIS Teacher – We will bring on a full time AIS Teacher in Year 1 to ensure that the Response to Intervention (RtI) model is fully implemented and operational. In Year 3, we will increase to 2 AIS Teachers and then to 3 in Years 4 and 5 to support the addition of grade levels.
Specials Teachers – Because music is a key part of the Greek curriculum, it is imperative to have a Music Teacher on staff in Year 1 and then add another in Year 5. We plan to partner with Studio in a School Art residency in Years 1 and 2 and then hire a fulltime Art Teacher in Year 3. We will hire a Physical Education Teacher in Year 1 to ensure that our students are meeting physical education standards and establishing healthy habits early on. We will supplement with an additional Physical Education Teacher in Year 5.
Teaching Assistants – In order to support the inclusive learning environment and immersive Greek language and culture experiences that are core to our mission and KDEs, HCCS will hire 6 Teaching Assistants in the first year (one for each section of K and 1 classes) and 2 more in Year 3 to reach full capacity. We have found at HCCS-PS that 8 Teaching Assistants is sufficient for grades K-5 with the enrollment figures we are targeting.
Guidance Counselor – We will have 1 Guidance Counselor on staff Years 1-3 and then add a second Counselor when we expand to Grade 4 in Year 4 as this marks a transition in the scope of nature of counseling the school needs to provide in terms of student development. For Grades 4-5, the Guidance Counselor must be able to help students prepare for early adolescence and transition to middle school.
Librarian – HCCS-DH will share a Librarian with HCCS-PS who is experienced in helping teachers integrate digital and information resources into the curriculum.
Youth Development Coordinator – For the first two years, our students will be limited to grades K-2, during which time we will focus on using partnerships with community-based organizations to provide additional youth development/enrichment activities, particularly during the out-of-school time. In Year 3, when our first cohort enters 3rd Grade, we will bring on a full-time Youth

Development Coordinator who will organize OST activities and work with the Guidance Counselor to provide support for social emotional learning in our classrooms.
Operations & Business Staff – HCCS-DH will share a Chief of Operations with HCCS-PS who will hire all operations and business staff and serves as the second-in-command in the school building. This Operations & Business staff, which will include a CPA in the role of Director of Operations, will train with the current HCCS-DH staff and work in tandem with them to maximize their collective strengths in terms of business management, IT, grant development, etc.

Roles and Responsibilities of the School Leader
While the Board provides oversight, the Superintendent's responsibilities will include management and administration of all school activities including: management of resource allocation; oversight of budget preparation and implementation including compliance with established financial controls and budgetary goals; facilities administration; and pursuance of grants, strategic alliances including business and community outreach; and collaborating with education and human service programs/institutions and connecting with cultural and civic organizations. The Superintendent will also provide the Board with quarterly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors, as well as a report on the support services, compliance, and financial status of the school.

Responsible for the day-to-day academic activities of the school is the Principal. The Principal will report to the Superintendent and have sole responsibility for all pedagogy, including the curriculum, educational programming, instruction, student admissions and enrollment, parent relations, implementation of strategies and initiatives to promote and facilitate parent involvement, hiring and evaluation of teachers, class scheduling, assessments, implementation of software tools, teacher evaluations, professional development, scheduling of common planning time, professional learning communities, data driven instruction, and students. The Principal will be responsible for reporting all academic outcomes to the Superintendent and Board of Trustees.

School Leaders
Christina Tettonis will serve as Superintendent for both HCCS-DH and HCCS-PS. She has served as Principal of HCCS-PS for the past 11 years. Catherine Kakleas will serve as Principal of HCCS-DH. She has served as Dean of Academics for HCCS-PS for eight years. Through funding from the School Empowerment Network (SEN), Ms. Kakleas has been engaged in a rigorous school leader preparation program since Fall 2017 and SEN will continue to support her development through the planning and opening of the school. Please see Section I.D for biographical summaries of their experience and Attachment 8B for the resume of the proposed Principal.

Roles and Responsibilities of Key Administrators
Education Plan: The Principal will have full responsibility for the educational plan at HCCS-DH. She will be assisted by a Dean of Academics starting in Year 2. The Superintendent will support implementation but empower the Principal with full authority over instructional decision making.
School Operations: The Superintendent and Chief of Operations will be responsible for all facilities, lease negotiations, Department of Building permits, building security, compliance reporting, and will work closely with the Director of Operations and Operations Manager to ensure that there is an existing inventory system. The IT Specialist will be responsible for ordering all technology as well as assuring that it works.

Finances – The Chief of Operations will continue to develop budgets and oversee them. Loeb and Troper LLP will be responsible for working with the Chief of Operations and the Director of Operations in setting up the systems which have resulted in clean audits every year at HCCS-PS. The Operations Manager will undertake the daily activities necessary with the budget such as accounts payable, tracking deposits, preparing FS10's and all accompanying materials for state reports, preparing for the audit, and preparing monthly budget reports.

Management and Staffing for Students Classified as ELL or SWD

The Principal will be responsible for ensuring that the needs of all students are met, including ELLs and SWDs. Starting in Year 2, the Dean of Academics will take over management of staffing related to ELL and SWD instruction and services. As indicated in the staffing plan, HCCS-DH will bring on staff ESL and Special Education Teachers to support the inclusive classroom approach described in Section II of this application.

Recruitment and Retention of High Quality Teachers

HCCS-DH recognizes that the quality of education offered in the school is directly related to the quality of its leadership and instructional staff. Under the direction of the Principal, with consultation and consent of the Superintendent and Board, the School will recruit highly qualified candidates to fill teacher positions and meet its educational needs. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of HCCS-SH's mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. HCCS-DH's teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, HCCS-DH will continue to comply with state laws regarding certification and with the requirements of the *Every Student Succeeds Act* (or its successor laws, if applicable).

The School will continue to establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. HCCS-DH will also leverage the relationships and experiences of Board members, staff and stakeholders to support its outreach, networking and teacher recruitment initiatives. HCCDH will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

HCCS-DH's teacher hiring process will include the following five phases:

1. **Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. HCCS-DH will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, HCCS-DH will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions,

military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy.

2. **Interviewing**—HCCS-DH's interview process will be designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. HCCS-DH will use the interview protocol developed at HCCS-PS—a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. Also, at the discretion of the Principal, candidates for teaching positions may be requested to provide a sample lesson and/or portfolio and asked to teach a demonstration lesson at HCCS-DH.
3. **Checking References**—HCCS-DH will call all references provided by the employee, as well as contact former employers. The HCCS Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. HCCS-DH will therefore implement a rigorous reference-checking policy.
4. **Offering Employment**—HCCS-DH will offer employment through a job offer letter and, in most cases, a phone call. HCCS-DH's job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. HCCS-DH will send candidates not selected an Applicant Rejection Letter.
5. **Fingerprinting**—Before employees can begin working, they must clear the NYSED fingerprint screening process. HCCS-DH will use TEACH to obtain employees' certification, experience and fingerprint clearance.

HCCS-DH will use the HCCS-PS incentive program called the Teacher Excellence Continuity Incentive (TECI) to help reward and retain high quality teachers. TECI was developed through HCCS-PS's participation in a five-year federal Teacher Incentive Fund (TIF) grant with a network of peer independent charter schools and facilitated by the Center for Educational Innovation. TECI includes a comprehensive annual teacher evaluation program that includes multiple measures of effectiveness, including student outcomes data and teacher observations using the Danielson Framework for Teaching. We expect that this compensation system, as well as our robust support for our teachers' professional development and growth, will result in similar high levels of teacher retention as those achieved at HCCS-PS. As reported on our Annual Report for school year 17-18, HCCS-PS had 36 FTE classroom teachers as of June 2017 of which 9 departed from 7/1/17-6/30/18. HCCS-PS filled 9 positions and added 2 more for school year ending June 30, 2018 with a total of 38 FTE teachers.

C.3 NETWORKED SCHOOLS

HCCS-DH will replicate the design of HCCS-PS and be networked together under one Board of Trustees. As described in Section II, having a successful "sister school" provides numerous benefits, including transfer/sharing of knowledge, talent and resources. Indeed, in developing this application, the team was able to reflect on what has worked best at HCCS-PS and lessons

learned from its early years to refine our approach to implementation and staffing. Should HCCS-DH be granted a charter, the Superintendent will be responsible for all compliance, legal, financial, and back office support at both HCCS-DH and HCCS-PS. The Chief of Operations and the Principal will be responsible for the day-to-day activities of the school. The Principal will be in charge of all pedagogy. At HCCS-DH, there will be new staff hired in these areas but HCCS-PS staff will help train and develop the staff so that they are prepared to authentically implement the HCCS model.

For more details on how HCCS-DH and HCCS-PS will work together and how the HCCS Board of Trustees will oversee both schools, please see Section III.B.

D. STAFF SUPERVISION AND DEVELOPMENT

Current best practices in staff supervision and development show that when staff is given a voice and support, the school thrives.[xxx] The most recent NYCDOE survey indicates that school leadership, trust, and the school community are highly valued and making a positive impact at HCCS-PS.[xxxi] School leadership will support new teachers in developing relationships with students and developing their pedagogical practices described in Section II. Ongoing and embedded professional development in the classroom will support new teachers and develop future leaders.[xxxii]

As discussed in Section II, we believe that this model of support will result in gains for students. This is evidenced by HCCS-PS's success in raising student performance for <u>all</u> students. HCCS-PS performance data, including all accountability subgroups, exceeds CSD 15 and the city. Each year, HCCS-PS meets or makes progress in meeting its performance targets. This is a reflection of the academic rigor, intervention services and instructional practices that allow HCCS-PS to meet the needs of its diverse student population and community.

Specific aspects of our supervision and development policies and practices that help lead to this success, include the following:

- <u>Clear Instructional Leadership Roles</u> - As previously discussed in Section II, HCCS-DH will replicate successful practices in place at HCCS-PS. To accomplish this replication, a Superintendent who is thoroughly familiar with the current policies and practices of HCCS-PS will split her time between the two schools. The Principal will have full responsibility for the educational plan at HCCS-DH. She will be assisted by a Dean of Academics starting in Year 2. The Superintendent will support implementation but empower the Principal with full authority over instructional decision making.
- <u>Targeted Professional Development</u> – As described in Section II.C, our professional development (PD) is targeted to meet the specific growth needs of our teachers.
- <u>Multiple Modes of Delivering Professional Development</u> - As described in Section II.C, regular, in-house professional development will begin by October 1 of each school year. HCCS-DH will form teachers into professional learning communities (PLCs) that meet regularly to review and "tune" curriculum in response to implementation through the co-teaching model. These PLCs will support ongoing instructional improvement and authentic PD in that the teachers are engaging with work they are currently conducting in their classrooms with real students.[xxxiii]
- <u>Evaluation of Professional Development Effectiveness</u> - As described in Section II.C, HCCS-DH will require teachers to develop an annual Professional Growth Plan (PGP) with support from the Principal, and the annual teacher evaluation process will include an assessment by

the Principal of the teacher's progress in achieving the objectives identified in the teacher's PGP. We will then aggregate this data at the grade and subject levels to ascertain if the PD provided more broadly was effective in addressing common teacher growth needs. The Principal will report this data to the Superintendent annually, and the Superintendent will report it to the Board, with an overall assessment of the PD effectiveness and plans to modify and practices based on these findings.

- Designed to Develop a Strong and Supportive Professional Climate - HCCS-PS has developed a strong professional climate, as is evident in the data collected through the annual learning environment survey conducted by the NYC DOE: In 2017, 98% of teachers said that their professional development experiences were sustained and coherent, included enough time to think carefully about, try, and evaluate new ideas, and included PD opportunities during which they worked productively with colleagues at their school.[xxxiv]
- Ongoing Professional Development and Collaboration – HCCS-DH has developed a calendar for PD for the entire first year, including a Pre-Opening PD schedule.

E. EVALUATION

Board of Trustees – Please see Section III.B.

Key Management Positions – Please see Section II.B.

Teacher Evaluation

The HCCS-DH teacher evaluation process is based on teacher self-reflection, defined goal-setting, and continuous professional exchanges with school leadership. The purpose of the evaluation system is to provide teachers with the full support they need to reflect and grow in their practice over time. The evaluation takes into account multiple measures of teacher performance: 1) student and/or classroom growth, 2) observations of teacher practice using the Danielson Framework for Teaching (FfT), and 3) other artifacts of the teacher's choice related to his/her practice e.g. evidence of the completion of tasks related to a teacher leadership position. A summative evaluation at the end of the year will provide each teacher with a summative rating for the teacher in all 22 components across the 4 Domains according to the Danielson rating levels of Ineffective, Developing, Effective and Highly Effective. The teacher evaluation plan will be available for all staff and stakeholders to review on the school website. The teacher evaluation data will be used for teacher retention and promotion decisions as well as professional development, mentoring and coaching decisions. Evaluation results are also inputs to the HCCS-DH incentive program, Teacher Excellence Continuity Incentive (TECI), which serves to help reward and retain high quality teachers.

In order to measure student and/or classroom growth for the purposes of teacher evaluation, at the outset of each school year and preferably after pre-tests or diagnostic assessments have been administered, growth targets will be established - using Principal and Dean of Academics guidance - at the student level or the classroom/cohort level with each teacher. **For the observations using the Danielson Framework for Teaching (FfT),** the Principal and the Dean of Academics will share the responsibilities of "observers" and will be trained and certified as evaluators. Together, they will conduct for each teacher:

- Two classroom observations: one announced; one unannounced
- Pre-Observation and Post-Observation conferences for the announced observation.
- Post-Observation conference for unannounced observation
- Additional walkthroughs and post-walkthrough conferences that collect evidence (not checklists) of teacher effectiveness related to the Danielson rubric.

After each observation, the observer will provide a summary form to the teacher noting "Component Strengths of the Teacher's Practice," "Component Areas for Growth in the Teacher's Practice," and "Next Steps", which might include opportunities for professional development or additional coaching. At the end of the evaluative cycle, the teacher and the observer (either the Principal or the Dean of Academics) review all the evidence accumulated throughout the cycle, including summary forms, evidence of student and/or classroom growth (i.e. student data), and other evidence as the teacher deems important (e.g. classroom artifacts, special projects related to a leadership role. The teacher conducts a final self-assessment of performance using the Danielson rubric. The evaluator either corroborates or corrects the level of practice for each component, resulting in the summative evaluation of record and agreement on "Strengths of the Teacher's Practice" and "Areas for Growth in the Teacher's Practice."

Non-Academic Staff Evaluation

Non-instructional staff members will be evaluated by the Chief of Operations using well-researched rubrics that have been adapted to match the job description of each role. At the start of each year, these rubrics will be reviewed by the Chief of Operations as well as the staff member in order to ensure mutual understanding of the assessed roles and responsibilities.

Procedures to Evaluate School's Operational Effectiveness and Fiscal Soundness

Annually, the Superintendent, Chief of Operations, and the school's Director of Operations will develop a list of tasks that must be completed for the school to run effectively. This will include a list of dates for compliance reporting to the various city, state, and federal agencies. This will be a master list for the entire school. The Director of Operations will be responsible for ensuring this list is completed and in a timely manner. The Director of Operations will meet weekly with the Superintendent and Chief of Operations in order to make sure everything is accomplished. There will be monthly reports to the Board of Trustees about the status of operations and compliance, which will outline what has been completed, what is incomplete, and if there are any outstanding problems. The annual and Title I reports will be filed and used as a reporting mechanism to the Board. The Superintendent must also submit financial audits with an outside accredited accounting firm, due November 1 annually. The Superintendent and Board can request a mid-year audit if the financials look incorrect. The Board will be updated monthly on these reports. This will help ensure that there is ongoing monitoring of all compliance, legal, and fiscal areas and that if problems are identified, there can be mid-course corrections.

Programmatic Audits

HCCS-DH's programmatic audit will consist of submission of an Annual Report to the NYS Board of Regents, in accordance with Education Law §2857(2). This report will include the state-mandated Report Card, which is required of every New York public school. This report card will show the academic and fiscal performance of HCCS-DH and will also list the School's federal and state revenue sources, expenditures for salaries, expenses, student services, drop-out rates, student suspensions, standardized test performance (NYS Assessments), student enrollment, student demographics such as ELL, SWD, FRL and other relevant information. HCCS-DH will also participate in the NYC School Quality Report, which includes an annual survey of teachers, parents and students. The School Quality Report will be used to evaluate the communication and outreach the School makes with all community stakeholders. HCCS-DH will use findings from the School Quality Report as part of its programmatic audit in order to change communication and support in key areas such as responsiveness and support to faculty and students.

Monitoring Progress and Intervention

HCCCS-DH will make regular self-evaluations of the schools' performance in regards to the Mission, Goals of the School and the Charter School Performance Rubric. The results of these evaluations will be made publicly available to any member of the school community. As part of our ongoing commitment to school improvement, the school community will regularly assess their progress towards the Framework goals, in addition to individual, cohort, and school-wide performance measures. As described in Section II, the school has a robust assessment plan.

Teachers utilize data to evaluate the effectiveness of instruction and make changes to their approaches based on that data. When the school does not meet certain benchmarks, the Superintendent and Principal will review data with teachers to develop specific action plans for addressing the problems. HCCS-DH leadership will issue the action plans publicly and make them available on the school's website. In this manner, our commitment to transparency is applicable to all stakeholder groups and agencies, like the NYC DOE and the NYSED Charter Office.

Family and Student Satisfaction and School Improvement

HCCS-DH will use data obtained from the NYC DOE's staff, parent, and student surveys to assess the satisfaction of each group with the school environment and culture. Depending on the results of the surveys, steps will be taken to answer any issues that can be identified and necessary changes will be made to resolve those issues. When a family member is not satisfied with a situation, there are a variety of in-school point people who can address that family's concerns. The first step is to encourage the parent to speak to their student's teacher. Teachers are required to follow up with parents in a timely manner. If the parent is not satisfied with the teacher interaction, they can speak with the Director of Community and Family Engagement, Dean of Academics and/or the Principal. If the parent still does not find a satisfactory result to the issue, they can speak with the Superintendent. If all avenues at the school are exhausted, the parent can appeal to the Board Chair. These procedures and all methods of contact are given to parents annually. Parents will also be given the contact information to the NYS Charter School Office if they cannot find a solution. This grievance policy will also posted on the website.

Evaluating Family and Community Involvement

The school's Parent Coordinator along with the Guidance Counselors and Social Worker will be tasked with gathering necessary data in order to evaluate family and community involvement with the school. Regular communication and transparency will be key to keeping the levels of involvement high with both families and the community. Parents can also visit the school at any time and meet with leadership. Appointments can be set up for parents to meet with teachers. These means of communication allows the school to assess family and community involvement and make necessary changes when there is a need.

Organizational Partnerships and Management Service Agreements

The Superintendent and Board of Trustees will review all contracts and the Board will vote to award contracts. Rubrics developed based on the contracts will be completed by appropriate staff on the ground. The Superintendent will evaluate based on the contract and present the evaluation findings to the Board. The Board can then either extend the contract or begin the search for a new contractor. In the event of some significant problem, contracts can be voided immediately and the Board will determine intermediary steps until a new vendor is identified.

F. FACILITIES

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	6	9	12	15	18
Special Education resource rooms	1	2	3	4	4
Counseling/Guidance Offices	1	1	2	2	2
Administrative Offices includes main office, Superintendent, Chief of Ops, Principal, Dean of Academics, Ops team, Director of Family Engagement	9	9	9	9	9
Cafeteria	1	1	1	1	1
Gymnasium/Auditorium	1	1	1	1	1
Teacher's Lounge	1	1	1	1	1
STEAM Classroom		1	1	1	1
Art Classroom	1	1	1	1	1
Music Classroom	1	1	1	1	1
Greek Classroom	1	1	2	2	2
Library	1	1	1	1	1
SPEECH room	1	1	1	1	1
ESL room	1	1	2	2	2
Nurse Office	1	1	1	1	1
AIS ROOMS	1	1	2	3	3

Facility Needs

At full capacity in year 5, HCCS-DH's facility plan is to have 18 general education classrooms to accommodate all grade levels and sections. In addition, HCCS-DH will have individual classrooms dedicated to each of the following: STEAM classroom, Art, and Music. We will have additional dedicated classrooms to support Special Education (4 resource rooms) Greek (2 classrooms) ESL (2 rooms) and AIS (3 rooms). As reflected in the chart above, we will also have dedicated space for the cafeteria, gymnasium/auditorium, library, nurse's office, counseling/guidance offices, teacher's lounge and administrative offices.

Plan for Securing a Facility

The HCCS Board has been researching possible leasing options if HCCS-DH is not provided a co-location in a district school building. HCCS's Board has the capacity and experience in real estate and facilities development to secure a facility that will accommodate our program. See Attachment 5a for Board resumes outlining a wealth of experience in charter school facility development, construction, real estate agent, and engineering.

Funding Plan for Facility

Although we will apply for NYC DOE space, we anticipate denial and a successful appeal for rental assistance. As reflected in the budget, we have included expenditures for rent/lease at $600,000 in Year 1, $750,000 in Year 2, $900,000 in Year 3, $1,050,000 in Year 4, and $1,200,000 in Year 5. These figures are based upon market research on the per-square-foot leasing costs in Dyker Heights, conducted by the HCCS Board in anticipation of needing to secure a private space.

G. INSURANCE

While we have not yet identified a building, we will be using the insurance company used by HCCS-PS. Premiums will be for the following: C&O, Professional Liability, Pollution Liability, Umbrella, Commercial Liability, General Liability, Business Auto, Sexual Abuse, Employee Benefits, Equipment Breakdown, Crime, and Student Accident. Workers' Compensation, Unemployment, and Employers' Liability, which will be determined based on the number of staff and budget.

H. NON-ACADEMIC OPERATIONS

Health Services

Pursuant to Education Law 91, which requires school districts to provide to nonpublic schools the same health and welfare services available to pupils who attend the public schools of the district, HCCS-DH will request in writing each spring before each new school year these health and welfare services. Pursuant to Section 901-914 of the Education Law and Commissioner's Regulation 36.2(d)(2) which specifies the minimal school health services that a school district must provide, the district will provide HCCS-DH at a minimum, the following services:

- Student physical examinations upon entrance to school or at any other time deemed necessary by school authorities in the educational interests of the student.
- Annual vision screening test for all students, including all new admissions.
- Annual hearing test for all students and at any other time deemed necessary by school authorities in the educational interests of the student.
- Annual scoliosis (spinal) screening test for all students.
- Maintenance of cumulative health records.
- Written notification to parents of any health problems found.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.

HCCS-DH will provide space for the delivery of these services, such as a designated room, files, furniture, scale, table and sink. The school district will provide the consumable supplies, such as band aids, tongue blades, thermometers, pupil health records, related forms, and audiometers and mechanical vision testers. The Superintendent will ensure that these health services are provided.

Daily Medication

For students requiring medication, the district-provided nurse will dispense all medication. In the absence of a nurse, the principal, operations manager, or school administrative assistant will dispense the medication and be trained by the nurse on the specifics of dispensing medication for each child that requires it. Written permission will be obtained from the parent that such personnel can dispense the medication in accordance with the physician's explicit directions.

Food Services

The school will participate in the U.S. Department of Agriculture's school breakfast and lunch program, providing free or reduced price lunches for children of low-income households. Students not eligible for free or reduced lunch status will be required to pay full price. Alternatively, a child could choose to bring meals from home. To determine lunch status (status can be carried over from the prior school year as per Chancellor’s Regulation A-810 II.D), parents/guardians will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for families to access the new Online School Meals Application directly.

Transportation

The NYC DOE is responsible for providing the same transportation services to HCCS-DH students as other NYC public school students. Eligibility for busing and half-fare or full-fare Metro Cards is determined by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about students, the DOE will determine the eligibility for transportation of students. This eligibility is based on age and distance from the school, in accordance with the Chancellor’s Regulation A- 801. The school will adhere to Metro Card

eligibility, distribution, and safe keeping under the Chancellor's Regulation A-801, following the guidelines as outlined in the OPT Manual. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

Technology, SIS, Compliance & Reporting, Security & Custodial Services Facilities

Facilities - Upon approval of a charter, the Superintendent will request colocation space from NYCDOE. At the same time, the Board Chair will continue to pursue space. Depending on the space, renovations will begin immediately, if necessary. The leadership will begin as soon as possible to attain a Certificate of Occupancy.

Technology – HCCS-DH will apply for E-rate funds to set up the school's technology. The owner of the building will be responsible for ensuring that there is enough power to the building to support the needs of the school. The Director of Operations or his/her designee will be responsible for designing and updating the website.

Student Information Systems - The Chief of Operations will liaison with NYC DOE to get Automate the Schools (ATS) set up during the start-up phase. The Director of Operations and Business Administrative Staff will receive training in how to use ATS. The IT Specialist will set up PerformancePLUS, which is currently in use at HCCS-PS and provides an integrated platform, to support use of data to drive instruction, manage school operations, and manage blended learning experiences.

Facilities Preparation – During the start-up phase, the Chief of Operations will be responsible for ordering of all furniture, equipment, supplies, technology for staff and for classrooms, the fireproof safe for testing materials, the fireproof locked cabinet for IEP records, as well as getting all utilities turned on. The COO will then train the school's Director of Operations to maintain the facilities.

Policies & Procedures - The Chief of Operations will be responsible for securing of the 501(c)(3) status for the school, and they will begin this process immediately upon chartering. Following this, the COO will work with the school's Director of Operations to implement the development plan. During this time, all policies and procedures will be adopted by the Trustees. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others.

Security – As reflected in the proposed staffing plan, HCCS-DH will hire 2 security officers in Year 1 and may increase their security staff as needed throughout the charter term.

Custodial Services – As reflected in the proposed staffing plan, HCCS-DH will hire 2 custodians in Year 1 and increase their custodial staff as needed throughout the charter term.

I. FAMILY AND COMMUNITY INVOLVEMENT

Pre-Opening Year

The Principal, Superintendent, Chief of Operations, and Board of Trustees will seek in all manners to create an open and welcoming environment that encourages involvement in many areas of the school. The Director of Community and Family Engagement will create and implement processes to ensure broad family and community involvement in the school, including:

- Throughout the 2018-2019 pre-opening year, involving the community in a variety of

meetings around the purpose of the school.

- Presenting the school at various community meetings throughout the year.
- Becoming an established presence in the community by joining local civic groups.
- Hold open houses at HCCS-PS to gain input into the new school.
- Develop a rigorous outreach program to attract new students to the school for the lottery.

After our enrollment period ends in April, we will begin sharing with families all school-year preparation information and opening of school procedures, including the Student and Family Handbook, and required enrollment documentation. We will host Family Orientation Sessions to provide families with the information they need to successfully begin the school year.

Communicating with and Involving Parents

HCCS-DH will use a variety of formal and less formal strategies, practices and organizations to keep parents informed and involved in their children's education, to promote parent involvement in school activities and to ensure that parents are critical and welcome participants in the life of the school. Our practices will be informed by what has worked well at HCCS-PS, which has recorded high levels of parent engagement and satisfaction over the years. For the 2016-2017 school year, the following data was collected by the NYC DOE's learning environment survey:[xxxv]

- 95% of families say that school staff regularly communicate with them about how families can help their child learn
- 94% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child
- 96% of families say that they feel well-informed by the communications they receive from their school.
- 95% of families say that their school communicates with them in a language and in a way that they can understand.
- 86% of families say that they have had the opportunity to volunteer time to support their school.
- 96% of families say that they are likely to attend a general school meeting or school event.
- 98% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher.

The principal of HCCS-DH will play a major role in building a culture of family engagement. To get the parent communications and involvement off the ground early, the principal will take the following stapes in the first months of Year 1:

- Establish a Parent-Teacher Organization (PTO).
- Organize ad-hoc committees of parent volunteers to work with the principal for input on various school matters, such as school climate, facilities or fundraising.
- Establish a principal's "open door" policy for all parents so that there can be informal ongoing input and feedback.

Ongoing strategies that the principal will take include:

- Conducting parent meetings, as needed, to seek input on new ideas and take suggestions on improving the school.
- Conducting open forums to discuss parent feedback on the annual NYC DOE learning environment survey.
- Review parental feedback on the Val-ED leadership assessment and modify leadership strategies to continually improve parent engagement and involvement.

Supporting Student Growth
HCCS-DH, likes its sister school, will be designed to address the needs, interests and learning style of each student and to provide personalized learning experiences that engage students and promote academic achievement. A significant aspect of effective personalized learning is the school-home relationship. HCCS-DH will support families to help their students grow socially and academically. The Teachers, Guidance Counselors and Social Workers will work with families to meet the specific needs of individual students. Our success at HCCS-DH indicates that these strategies have been effective; on the 2016-2017 NYC DOE learning environment survey, 94% of families reported that teachers work closely with them to meet their child's needs.[xxxvi]

Community Involvement
HCCS-DH will actively seek community involvement with the school. The Board of Trustees for both HCCS-DH and HCCS-PS aim to establish effective community-based charter schools tailored to address the needs of children, youth and families in their school districts. The Director of Community and Family engagement will reach out to organizations in CSD 20 to further the objectives of the school. Some partnerships that HCCS-PS has already established and will be able to share with HCCS-DH include: Brooklyn Borough Hall, Brooklyn Public Library, Greek Ministry of Education, Columbia University's Teachers College, Center for Educational Innovation, the YMCA, NYC Ballet, Studio in a School, Penny Harvest, NY Cares, National Honor Society, Barclays Center, Schools that Can and Cahn Fellows at Teachers College.

Successful Practices
As reflected in the NYC DOE learning environment survey data cited above, HCCS-DH will build upon practices that have proven successful at HCCS-PS.

Sharing Practices
In summer 2017, HCCS-PS was selected for membership in the School Empowerment Network (SEN)—an educational nonprofit organization that fosters excellence and equity by creating and developing thriving schools that enable each and every student to succeed. SEN is supporting the HCCS replication process as it recognizes the need for more quality educational options in the New York City public school system. In addition, HCCS-PS has been the recipient of two New York State Charter Dissemination Grants to share best practices with peer charter and district public schools. HCCS-PS has also participated in a series of grant-funded programs facilitated by the Center for Educational Innovation (CEI) and designed to bring independent charter schools together to continuously improve their practices through collaboration and peer-to-peer support.[xxxvii]

J. FINANCIAL MANAGEMENT
The HCCS Board will be responsible for ensuring that public funds are used appropriately and effectively. The Board recognizes the importance of financial systems and the expertise necessary both internally and externally to run a successful school. To implement and maintain strong financial management practices, the HCCS Board will establish the new position of Chief of Operations to oversee financial management of both schools. The COO will then work with the principal of HCCS-DH to hire a Director of Operations who will manage all aspects of the school's day-to-day financial operations. HCCS-DH will also engage several experts each year to ensure the effective financial management of school programs and operations.

Financial Policies and Procedures

The Chief of Operations will work with the Finance Committee and School Leadership to establish a custom set of detailed Financial Policies and Procedures (FP&P) that will guide school staff, while also meeting proper internal controls to protect the school's financial resources. These policies and procedures will be developed with the NYSED audit guide. They will also ensure the proper segregation of duties to assure that the school's assets are safeguarded and all receipts and expenses are properly accounted for using Generally Accepted Accounting Principles (GAAP), resulting in financial statements that are accurately reported each month. The FP&P manual will include, but not be limited to, procurement, approval levels and amounts, check signing authority, handling of cash/checks, competitive bidding, enrollment/attendance tracking, free and reduced-price eligibility, Special Ed/ELL tracking, and inventory. To ensure the most accurate reporting and safe-guarding of data, the school will use cloud-based software with restricted user access. This will be the case for school financial information, including the school's general ledger accounting system and student information system. The School will have this initial FP&P manual reviewed by an independent auditor as part of the initial controls.

Financial Planning and Monitoring

The HCCS Board, HCCS-DH Leadership Team, and any financial advisors, will collaborate and develop the annual budget and cash flow projection to ensure sound financial planning for the school and manage the school's financial growth. This will be a very comprehensive and detailed process where all revenue inflows and expense outflows will be analyzed to ensure that they are aligned with the school's academic needs, programming and mission. Each year, the Board will adopt the annual budget and cash flow projection, which will establish the school's spending priorities needed to operate the school at the budgeted enrollment levels. This process will begin in the February thru April time period and will be finalized and approved no later than the June Board meeting. The final Board approved budget will be submitted to NYSED by August 1st..

To ensure that decisions are made at the school level are in keeping with the annual budget, the Board will continuously review financial data throughout the year. The Board's Finance Committee will review a monthly financial reporting package that includes: Profit & Loss statement that compares actual results against the budget, which will include a forecast for the current fiscal year, Balance Sheet as of the end of the month, Statement of Cash Flows for the year to date period, and Capital Expenditure report.

At any point in the year, the Finance Committee and the School Leadership team will determine if a Budget Amendment needs to be prepared to account for material changes in the school's revenue and/or operating expenses. This practice will ensure fiscal solvency and long-term financial health by providing better and more up to date financial information for the Board and School Leadership to utilize in managing the financial growth of the school. After this is complete, it will be presented to the full Board of Trustees for review and resolution.

The HCCS Board of Trustees will be responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources. The Board will also have the responsibility of accountability, ensuring that the school team is acting in a manner consistent with the adopted budget, priorities and restrictions. The school Director of Operations is responsible for executing the budget, respecting the operating and spending parameters around the day-to-day decision making at the school. The Director of Operations will have the responsibility to inform the Chief of Operations immediately of any changes in information, conditions, and any other matters that might impact the school's financial well-being. The Chief of Operations, in turn, will have the responsibility to inform the Board of any such matters that would that require addressing in service of this accountability framework.

Contracted Financial Services
HCCS-DH will primarily conduct all financial services in-house under the leadership of a Chief of Operations who has successfully led the financial aspects of HCCS-PS since its founding. We may contract some services with Kiwi Partners, Inc., which currently provides HCCS-PS with the services of a part-time bookkeeper.

Fiscal Audits
HCCS-DH recognizes the value of using independent parties to assist with its financial management. We will use independent parties to evaluate our financial statements and financial management and will obtain the services of an independent NYS Certified Public Accounting firm to conduct a yearly fiscal audit of the school's financial statements. The Finance Committee will research and interview reputable accounting firms who have extensive experience with New York State charter schools. After a thorough review of the services performed and the fee proposals, the Board of Trustees will select a firm to conduct the external audit.

The first audit will include all transactions from the start-up period to June 30th of the first year of operation. The Finance Committee of the Board will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with Generally Accepted Auditing Standards (GAAS) as well as in accordance with all federal, state, and local auditing requirements and standards, including those required by pubic charter schools in New York State and any other conditions or requirements by NYSED.

Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. For any findings, a corrective action plan will be discussed and implemented by the Finance Committee. A copy of the audit report and the auditor's Management Letter, if applicable, will be provided to the full Board of Trustees and NYSED by no later than November 1. We intend to use the selected firm for any other required reporting, including, but not limited to, the initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and the filing of our annual 990 tax return with the IRS.

K. BUDGET AND CASH FLOW

The budget aligns with all of our KDEs, particularly in terms of staffing to support a rigorous classical education rich in challenging content (KDE 1), supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies (KDE 2), and preparing students for long-term academic success (KDE 3). This budget was generated with the assistance of charter school financial experts using conservative revenue, expense assumptions and projections. In the Planning Year and Year 1, the school will utilize part of the CSP implementation grant funding as well as $325,000 in funding from the School Empowerment Network (SEN). These funding sources will enable the school to properly plan and execute a successful opening of the school. The Planning Year will include the hiring of the Principal. There will also be budget money assigned for student/staff recruitment, general administrative expenses and professional services. The 5-year budget includes certain important assumptions of student enrollment and special education services that will be provided and will ultimately drive the revenue inflows of the school. If the numbers are materially different, an action plan will be immediately put into place that will review the financial implications of the changes and a collaborative decision (expense reductions, credit line access, etc.) will be made between the Finance Committee and School Leadership that will factor in financial viability as well as academic/operational requirements. The school will have the full $100K escrow amount reserved by the end of initial charter term.

All of the items below are shown on the Budget templates that are submitted as part of the charter application. They are explained here in more detail.

Net Surplus – Planning Year plus 5-Year Initial Charter Period

We are projecting the following Net Surpluses for each year:

FY2019 (Pre-Opening Year)	=	$ (200,553)
FY2020 (Year 1)	=	$56,564
FY2021 (Year 2)	=	$126,558
FY2022 (Year 3)	=	$228,274
FY2023 (Year 4)	=	$715,069
FY2024 (Year 5)	=	$1,315,219

Cash Flow Assumptions

We are projecting the following cash flows for each year:

FY2019 (Pre-Opening Year)	=	$(200,553)
FY2020 (Year 1)	=	$56,564
FY2021 (Year 2)	=	$ 183,122
FY2022 (Year 3)	=	$411,397
FY2023 (Year 4)	=	$1,126,466
FY2024 (Year 5)	=	$2,441,685

Revenue Assumptions

General Ed Per Pupil: The budget plan, for the requested charter period, is based upon a projected enrollment of 150 students in grades K-1 and adding approximately 75 new students each year to reach a final enrollment of 450 students in grades K through 5. We used the current Per Pupil Funding rate of $ 14,527 in Year 1 and to be conservative throughout the charter term.. We believe this to be a very conservative budget assumption considering that this revenue source accounts for over 50% of the school's total revenue in the last 4 years of the initial charter term.

Special Education Per Pupil: We are assuming that 6.5% of our budgeted enrollment will have students with IEP's that are billable. The funding formula that we calculated the budget was $10,390 for students in the 20%-59% category. This is the rate that is currently in effect now and is budgeted to be flat, with no increases for the full charter term. We have also estimated an amount for Federal IDEA funds of $ 5,000 in Year 1 with the remaining years projected as the same proportionate ratio of regular SPED funding.

Facilities Funding: We are assuming the full allotted amount from the NYCDOE of 30% of the per student revenue for each year of the budget. This will assume the school will be located in private space for the full 5 years. If the school is able to obtain NYCDOE co-located space, the corresponding revenue and expense amounts will be removed from the budget.

Federal Funding (Title I/IIA/III): We are assuming conservative assumptions for Title I and IIA allocations with proportionate increases for the remaining 4 years based upon current funding levels in effect today. At this point, no Title III is being included in the budget.

State Funding (NYSTL/NYSSL/NYSLIB): Assumes an amount for each item based upon the current funding levels in effect today multiplied by the budgeted number of students.

City Grants: We are assuming $135,000 and $ 490 per student for Year 1 of the charter period for the NYCDYCD grant (provided to new NYC charter schools within the first-year operation).

State Grants: Assumes the school will receive $550K for the CSP (Implementation Grant) from

NYSED. This will be spread out over the Pre-Opening Year and Year 1 of the Budget. While the school may be entitled to additional funds, only the $550K was factored in at this point.
Food Service Funding: No amount is being recorded for Food Service revenue or Food Service expense. The assumption will be that the school will use the NYCDOE Food Service program and have all meals delivered in.
Erate Funding: A small amount was budgeted for E-rate technology reimbursement. A comprehensive technology plan will be developed during the planning year and the school will apply for all available E-rate funding that it is entitled to.
Private Funds/Contributions: We did not assume any private funds or donations in the initial charter term. The Board of Trustees will be soliciting funds for the school's academic and/or facility needs from various sources in the Planning Year and during the initial charter term.
Expense Projections: Personnel and related payroll taxes and benefits represent over half of the anticipated total budget expenses in each budget plan year. The Planning Model included in the budget is aligned with and supports the implementation of the educational program as outlined in the charter application. We factored in 3% salary increases for each year of the budget starting in Year 2 and 9% for Employer Payroll Taxes. For Health Benefits, we assumed an average of $13.5K blended Employer Contribution rate per full time employee for Health Benefits. This is constant (no increase) for the initial charter term. This is a conservative estimate as there will be some employees who opt out of benefit coverage and will therefore receive a significantly lower benefit amount.

Personnel Model

- Pre-Opening Year - The current Principal of HCCS-PS will become the Superintendent of both HCCS-PS and HCCS-DH starting January 1 of the Pre-Opening Year. The current Director of Operations of HCCS-PS will become the Chief of Operations of both HCCS-PS and HCCS-DH starting January 1 of the Pre-Opening Year. The Principal will start January 1 of Pre-Opening Year at 50%.
- FY2019 – Year 1 - For staffing of Administration, Teachers, Aides, Counselors, Non-Instructional Staff, please see "HCCS-DH Proposed Staffing Chart" in Section III.C.
- FY2020 – Year 2 - For staffing of Administration (Director of Operations and Dean of Academics added), Teachers (3 General Ed Teachers, 1 Special Education Teacher, P/T Art Teacher added), Aides, Counselors, Non-Instructional Staff, please see "HCCS-DH Proposed Staffing Chart" in Section III.C.
- FY2021 – Year 3 - For staffing of Administration (none added), Teachers (3 General Ed Teachers, 1 Special Ed Teacher, 1 ESL Teacher, 1 Greek Teacher), Aides, Counselors (Youth Development Counselor added), Non-Instructional Staff, please see "HCCS-DH Proposed Staffing Chart" in Section III.C.
- FY2022 – Year 4 - For staffing of Teachers (3 General Ed Teachers, 1 Special Ed Teacher, 1 AIS Teacher, 1 Greek Teacher added), SPED, Aides, Counselors (1 Guidance Counselor added), Non-Instructional Staff, please see "HCCS-DH Proposed Staffing Chart" in Section III.C.
- FY2023 – Year 5 - For staffing of General Ed Teachers (3 General Ed Teachers added), 1 additional Music Teacher, and 1 additional Physical Education Teacher.

Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter support organizations:

- General & Administrative Expenses - $40,500 budgeted in Year 1 for Office Supplies, Copier expenses, Postage, and Software. A 3% increase was factored in for Years 2 through

5

- Professional Services - $ 90,000 budgeted in Year 1 for outsourced Audit, Financial Management, Human Resource/Benefit Administration, Information Technology, Legal, Insurance, Title services and other professional services. Proportionate increases were factored in for Years 2 through 5.
- Direct Educational Expenses - $100K budgeted in Year 1 for Texts & Materials, Classroom Supplies, Professional Development, Student/Staff recruitment and other general educational expenses. Proportionate and/or 3% increases were factored in for Years 2 through 5.

Facility Expenses

HCCS-DH is still exploring its facility options. The amount recorded in Rent Expense represents 100% of the proposed NYC Facility funding as shown in the Revenue section. The 5-year total budgeted amount is $4.5 million. In addition, we have budgeted for related facility expenses on the following line items:

- $ 55,000 budgeted for Repairs, Maintenance & Security expenses in Year 1 with increases each year proportionately with the Rent Payment increases.
- $ 45,000 budgeted for Utilities in Year 1 with increases each year proportionately with the Rent Payment increases.

Capital Expenditure Assumptions

For Capital Expenditures, we have budgeted $30k for year 1.

Solvency and Financial Stability

In addition to a budget plan that projects positive operating surpluses and a growing fund balance, HCCS-DH has also put together a cash flow plan for the Planning Year and for the initial year charter term that is positive each month. If HCCS-DH encounters any financial difficulties that produce a budget gap or cash flow need, the Board will look for ways to re-balance its budget immediately by implementing budget cuts or aggressive fundraising and philanthropic initiatives.

L. PRE-OPENING PLAN

Please see Attachment 11 for the timeline of pre-opening activities.

M. DISSOLUTION PLAN

Please see Attachment 12 for the Dissolution Plan

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[i] A finding will be considered "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

[ii] https://censusreporter.org/profiles/79500US3604013-nyc-brooklyn-community-district-10-bay-ridge-dyker-heights-puma-ny/

[iii] Ibid.

[iv] https://data.nysed.gov/

[v] Note that should we be granted a charter, "Hellenic Classical Charter School" will become known as "Hellenic Classical Charter School – Park Slope" or "HCCS-PS".

[vi] We plan to grow the school to serve grades K-8 in the years following the first charter period.

[vii] https://data.nysed.gov/

[viii] Schmoker, M., & Marzano, R.J. (1999). Realizing the promise for standards-based teaching. *Educational Leadership, 56*, 17-21.

[ix] Tomlinson, C.A. (2000). Reconcilable differences? standards-based teaching and differentiation. *Educational Leadership, 58,* 6-11.
[x] DuFour, R., DuFour, R., Eaker, R., Many, T. (2006). *Learning by doing: a handbook for professional learning communities at work.* Bloomington, ID: Solution Tree.
[xi] Martin-Kniep, G. O. (2000). *Becoming a better teacher: Eight innovations that work* (pp.14-25). Alexandria, Va: Association for Supervision and Curriculum Development.
[xii] Marian, Viorica, and Anthony Shook. "The Cognitive Benefits of Being Bilingual." *Cerebrum: the Dana Forum on Brain Science* 2012 (2012): 13. Print.
[xiii] D'Angiulli, A., Siegel, L. S., & Serra, E. (2001). The development of reading in English and Italian in bilingual children. *Applied Psycholinguistics, 22*(4), 479-507.
[xiv] Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développment de la conscience lingustique et à l'apprentissage de la lecture. *International Journal of Psychology, 36*(4), 274-285.
[xv] Garfinkel, A., & Tabor, K. E. (1991). Elementary school foreign languages and English reading achievement: A new view of the relationship. *Foreign Language Annals, 24*(5), 375-382.
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District of Columbia Public Schools, Washington, D.C. (1971). A study of the effect of Latin instruction on English reading skills of sixth grade students in the public schools of the district of Columbia, school year, 1970-71., 18.
[xvi] Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on Science problem-solving abilities. In J. Alatis (Ed.), *Georgetown University round table on languages and linguistics* (pp. 295-308). Washington, DC: Georgetown University Press, from Linguistics and Language Behavior Abstracts database.
[xvii] Fan, Samantha, Keysar, Boaz, Kinzler, Katherine & Liberman, Zoe. "The Exposure Advantage," *Psychological Science*, May 2015.
[xviii] CITE
[xix] https://www.paideia.org/about-paideia/socratic-seminar/
[xx] Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. Reading Research Quarterly.

[xxi] Cullinan (2000). Independent Reading and School Achievement, Research Journal of the American Association of School Librarians
[xxii] Fountas & Pinnell (1996). Guided Reading, *Responsive Teaching Across the Grades*
[xxiii] Pressley & Allington (2014). Reading Instruction That Works: The Case for Balanced Teaching
[xxiv] http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf
[xxv] Wagner, Newman, Cameto, & Levine, 2006.
[xxvi] A rigorous literature review of studies found most teachers had either neutral of negative attitudes about inclusive education because they do not feel they are very knowledgeable, competent, or confident about how to educate students with disabilities (de Boer, Pijl, & Minnaert, 2011). By providing support through AIS teaches, HCCS-DH will help address these concerns from the outset and build the capacity of classroom teachers to meet the needs of all students in inclusive learning environments by working closely with their peer educators.
[xxvii] As per Chancellor's regulations, promotion decisions will not be made on the attendance requirement alone; however, attendance will factor into the overall decision if the student is not performing at grade level.
[xxviii] http://www.scholarcentric.com/solutions/resiliency-curriculum/

[xxix]

https://www.researchgate.net/profile/Gillean_Mccluskey/publication/228364418_Can_restorative_practices_in_schools_make_a_difference/links/00b7d5215ed929855d000000.pdf

[xxx] https://tools.nycenet.edu/guide/2017

[xxxi] *Ibid.*

[xxxii]https://www.researchgate.net/profile/Kevin_Patton/publication/273433716_Helping_Teachers_Help_Themselves/links/550068840cf2d61f820d7911.pdf

[xxxiii] https://www.nsrfharmony.org/protocols/

[xxxiv] https://tools.nycenet.edu/guide/2018/#dbn=84K362&report_type=EMS

[xxxv] https://tools.nycenet.edu/guide/2018/#dbn=84K362&report_type=EMS

[xxxvi] Ibid.

[xxxvii] HCCS-PS participated in the following CEI-led, grant-funded initiatives: Partnership for Innovation and Collaboration among Charter Schools (PICCS), the Network of Independent Charter Schools, an Enhancing Education Through Technology grant from NYSED, among others. Currently, HCCS-PS is participating in a school network-based professional development grant program led by CEI and funded through a Student Support and Academic Enrichment (SSAE) grant to help schools personalize learning.

Attachment 1

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS ADMISSONS POLICY

The Hellenic Classical Charter School will be open to any child who is eligible under the laws of New York State for admission to a public school, and the charter school will comply with the requirements of Education Law § 2854(2) and all other applicable laws. The charter school will not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of intellectual ability, measures of achievement or aptitude, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

Prior to the start of its first year of operation, the charter school will open admission to children wishing to enroll in kindergarten through eighth grade. All children who would be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

The charter school will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. The charter school will admit approximately 75 children in grades kindergarten and first in its first year of operation. The charter school will add one grade level each year up to the eighth grade, consisting of approximately three classes of 25 students each.

Process .

The application process will occur as follows.

1. At open houses held during the month of March (see "Outreach," below), prospective students and their parents or guardians will be invited to hear a comprehensive presentation about the school. Discussions will include the school's academic program, the schedule, and expectations for student behavior and parental involvement.

2. Upon request, parents and guardians interested in submitting applications for their children who did not attend one of the open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff and each interested parent or guardian to verbally review all the material and answer any questions the parent or guardian may have.

3. Interested parents/guardians will be required to complete and submit an application form. Such forms will be made available at the open houses, continuously at the school, and at accessible locations throughout the community, e.g., public library, churches. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attending). Also, applicants will be asked to provide any information necessary for the school to

make a determination of the student's eligibility for the federal free or reduced-price lunch program. Such information and eligibility determinations will be made through a process similar to that prescribed by the State Education Department and in accordance with applicable state and federal regulations regarding the subsidized meal programs. The school will make staff available to any parent or guardian who requests assistance completing the application. Completed applications will be required to be submitted to the school any time during the application process. The school may extend the application submission period if the need exists, and may hold a supplemental summer enrollment period if needed.

4. If the number of eligible applications for admission exceeds the spaces available for students, a randomized lottery will be held within 15 days of April 1, 2019. Such a lottery will be open to the public, and attended and/or audited by a representative of a dispassionate outside organization. The admission lottery will have the following features:

a. If applicable, first preference for admission will be given to students who attended the charter school the previous year and are returning to the school, and then to such students' siblings.

b. Second preference will be given to students who are English Language Learners

c. Third preference will be given to children of employees

d. Fourth preference will be given to students living in the local school district; plus any of such students' siblings also applying for admission to charter school;

e. And finally, next admitted will be students who do not live in the local school district, plus any such students' siblings also applying for admission to the charter school.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at charter school before proceeding to the next name on the list. Families will have one week to accept the seat. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list will be maintained by the school. Waiting lists will not 'be carried-over from year to

year, but instead the annual admission lotteries will be used to create newly randomized waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Outreach

Prior to March, invitations to "open houses" during that month will be widely distributed to parents and students throughout the local school district. The school will vigorously disseminate announcements about the open houses and general information about the admissions process to the public through as many available routes as practical, including (but not limited to):

- community organizations of all kinds;
- direct mailings;
- public and private elementary schools;
- after-school programs;
- youth and community centers;
- businesses and civic organizations; and
- fliers posted and distributed in various communities.

These methods will help ensure that the invitation to hear directly about the opportunities offered to children by the charter school gets widely circulated. Information about the charter school and the application process and time frame also will be widely distributed in a similar manner, affording families who do not attend one of these "open houses" the opportunity to learn about the charter school and to apply for admission for their children.

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Add more rows and/or rotate page as necessary

Date(s) of Outreach	Targeted Stakeholder(s)	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
April 11, 2018	Assemblyman Peter Abbate	Meeting		Assemblyman Abbate was appreciative to hear the news directly.	HCCS Chair stated he would keep the assemblyman updated during the application process.	1
May 2, 2018	Councilmember Justin Brannan	Meeting		Councilmember Brannan was appreciative to hear the news directly. His stated priority is finding seats for students in this overcrowded district.	HCCS Chair stated he would keep the councilmember updated during the application process.	1
May 7, 2018	HCCS PTA executive board members	Meeting	HCCS	The PTA had questions about new school: Outdoor space* How many classes in a grade? Will there be a gym and auditorium? The PTA agreed to help with outreach and make calls to our D20 wait list.	Mrs. Tettonis thanked the PTA for their continued support and provided detail on new school's design. She stated she would invite the entire HCCS community to a June 2018 Replication meeting. Mrs. Tettonis also stated she would address their concerns about outdoor space, gymnasium, etc., with the HCCS board.	5
May 8, 2018	HCCS pre-school parents	Meeting	HCCS	Questions about new school Happy & want outdoor space	HCCS incorporated these concerns to the board to ensure the new facility has ample outdoor space.	3

May 30, 2018	Congressman Dan Donovan	Telephone call		Mr. Donovan shared he'd like to write a letter of support	Letter of support received	1
May 30, 2018	State Senator Marty Golden	Telephone call		Mr. Golden offered to provide written support for the HCCS DH model	The senator's office will be contacted to receive letter	1
May 30, 2018	Assemblyman Peter Abbate	Telephone call		Assemblyman Abbate was appreciative to hear the news directly. His priority is finding seats for students in this overcrowded district	HCCS Chair stated he would keep the assemblyman updated during the application process.	1
May 30, 2018	Assemblyman Felix Ortiz	Telephone call		Mr. Ortiz offered to write a letter of support for the school	The assemblyman's office will be contacted to receive letter	1
May 30, 2018	Fran Vella Marrone, Congressman Donovan's office and President of Dyker Heights Civic Association	Telephone call		Ms. Marrone's support is included in the letter from Mr. Donovan; Can she write a letter on behalf of DH Civics Association?	Ms. Marrone will be contacted to receive letter - letter pending	1
May 30, 2018	State Senator Diane Savino	Telephone message		NA		1
May 30, 2018	Assemblymember Nicole Malliotakis	Telephone message		Ms. Malliotakis offered to write a letter of support for the school - follow-up with her Chief of Staff - Mr. Chamberas	Letter of support received.	1
May 30, 2018	Councilmember Justin Brannan	Telephone message		His priority is traditional district schools but he is a proponent of a strong community. He appreciates our efforts and will keep an open mind about charter schools.	Board Chair will keep him abreast of charter school application progress.	1

May 30, 2018	Congressman Jerrold Nadler, Congress Member Nydia Velasquez State Senator Roxanne Persaud Assemblyman William Colton Assemblyman Dov Hikind Councilmember Matthieu Eugene Council Member Carlos Menchaca Councilmember Mark Treyger Councilmember Kalman Yeg	Letter notification		NA		NA
5/22/18	HCCS Pre-K families	Parent meeting	HCCS	Feedback on new school: Current HCCS families: Very positive Families want to help Concerns: outdoor space More classrooms (space for more students)	Questions were answered at the June 2018 Replication meeting. Further, parents asked to volunteer and assist with the community outreach.	5
May 27, 2018	HCCS District 20 parents	Meeting	HCCS	Feedback on new school Questions centered around facility space, enrichment and after school programs.	Specifics will be addressed at the June 2018 Replication meeting. Mrs. Petrakos quickly answered any and all concerns. If authorized, HCCS	3

				Several lottery questions were asked.	will explore partnerships and seek funding sources to offer after school programs to families in the district.	
May 2017 & June 2017	District 20 apartment buildings	Went door to door at 4-5 housing complexes in 5 different targeted areas, distributed flyers and brochures, brought petitions and surveys to engage families in the community.	Families in D20	Fielded questions on school design; Many asked for definition of charter school Parents were interested in after school programs. Wanted to know more about enrichment programs available. They were interested in high quality public school choices	Questions on school size and design were addressed. All were invited to the June 2018 Replication meeting. If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs to families in the district. HCCS has a dynamic intervention model that is proposed.	Over 300 + families received information through this outreach effort
May 2017 & June 2017	District 20 pre-schools and nursery schools	2 rounds of direct outreach to D20 pre-schools & nursery schools. distributed flyers and brochures, brought petitions and surveys to engage families in	Families in D20	Feedback on new school administrators; Fielded questions on school design; Support from parents Many asked for definition of charter school Enrichment and afterschool programs for working parents No opposition received on concept of opening charter school in D20	3 schools asked to partner with HCCS DH and host open houses to educate parents on this proposed new school option. If authorized, Mrs. Capetanakis will work closely with these schools to develop and cultivate partnerships. If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs to families in the school that desire them.	Over 300 + families and staff received information through this outreach effort

		the community.				
5/30/18	District 20 Superintendent Karina Costantino	Email and follow-up phone call	D20 superintendent	In a phone call about HCCS DH, Ms. Karina Costantino told Ms. Christina Tettonis that, in her opinion, the application should be viewed favorably by any authorizer for two main reasons - that our school's reputation speaks for itself, and that we will not be housed in District space or space that can eventually used by the district.	Mrs. Tettonis contacted the CEC to inform them of our plan to replicate	
5/30/18	8th grade parents	Parent meeting	HCCS	Feedback on new school was very positive; Families want to help Comments: want high school rather than K-8	Regarding high school questions, Mrs. Tettonis stated the HCCS board feels it's better to leave the high school model to those who know it best. HCCS has mastered the K-8 model and will proceed with the same model.	3
5/31/18	Treasure Island Pre-School	Follow-up on-site meeting	District 20	Dropped of HCCS-DH flyer and spoke to school representative Very excited; Want to partner with HCCS; Willing to host parent meeting in fall 2018	HCCS will contact the school over the summer to set up information meeting at Treasure Island.	About 75 families were reached through this outreach.
5/31/18	7th grade parents	Parent meeting	HCCS	Feedback on new school design - outdoor space, more classrooms Very excited and want to help. Comments: great idea! Keep working on community service for kids. More after school activities.	Mrs. Tettonis informed all HCCS families that the current HCCS model will be followed at the new location. Further, their concerns about outdoor space and more classrooms has been shared with the board to ensure that families' concerns are addressed. Also, if authorized, HCCS-DH will work closely with community organizations to obtain outside	10

					funding for extracurricular activities.	
6/3/18	HCCS families and landlord community	Public announcement meeting	HCCS gymnasium	Feedback included desire for after school programs, enrichment programs; Other feedback on design was positive; Families want outdoor space at new site; Families want a high school rather than another K-8 school. Generally supportive of more educational options for parents; excited about the enrichment foreign language program.	If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs to families in the district. HCCS has a dynamic intervention model that is proposed. Mrs. Capetanakis communicated families' concerns to Mrs. Tettonis and the board. Concerns about outdoor space and more classrooms is a top priority with selection of the new space. Regarding opening a high school, Mrs. Capetanakis thanked everyone for their support and stated the school board is going to proceed with the same educational model.	220
6/4/18	District 20 - public space site visits (Knights of Columbus and Brooklyn public library)	Face to face visits	2 District 20 sites	Provided information about the new school being planned. Both sites offered to host our public meetings at their sites and offered their assistance. Flyers, brochures, and surveys were left for distribution.	Feedback on new school included positive comments about addressing overcrowding issue. Offered to distribute flyers & happy to host outreach meetings.	1 person at each site
May-June 2018	General public	Survey to Obtain Feedback on HCCS DH School Design	Public website	Received a wealth of data; key feedback includes: *What is most important for our team to know in designing this school?* • Hellenic is more than a school, within the walls there is an extension of the families that our children leave at home. To be given the opportunity to create that same experience at our new school would be magnificent!	Survey results were analyzed by HCCS replication team and, where possible, the team incorporated the concerns into the new school's design.	Number of surveys = 145

				• To create an environment where students feel respected, heard, and challenged. A place they look forward to going because they know they are part of a family/school community. • Keep Teachers College reading and writing program • It is very important for everyone to feel like they belong, a strength of HCCS. • Make sure to keep the wonderful sense of family/community in the new school • Greek language and cultural lessons *What do you think is missing from the elementary schools in your community?* • Enrichment programs and art, music, language • A more intimate setting for students to learn in. • Physical activity • Schools are teaching primarily for preparation of state tests as opposed to teaching a full breadth of subjects • Balancing social development along with the academic • The strength of HCCS to infuse learning with the Greek language and culture while maintaining a balance between core subjects and		

				the arts is missing from local schools		
May-June 2018	General public and District 20 parents	Petition of support	Paper and digital	Over 225 signatures received	NA	NA
6/26/18	District 20 residents	Informational meeting on HCCS DH school design	Brooklyn Public Library - Dyker Heights 8202 13th Avenue, Brooklyn, NY	Feedback received included: 1. Outdoor space 2. Quality teachers 3. Enriched curriculum 4. Extra-curricular activities 5. A safe environment – secured entrances and exits 6. Access to technology	Feedback received from meeting communicated with school replication team. Several HCCS board members were at the meeting and were able to speak directly to guests and address their concerns. If authorized, HCCS-DH will explore partnerships and seek funding sources to offer after school programs to families at the school who desire extra-curricular activities. We explained current teachers are all highly qualified, NYS certified teachers. We also explained our intervention programs and agreed to keep parents informed of the progress of our application process.	50 attendees
Summer 2018		Return to 3 District 20 pre-schools (Treasure Island Preschool, Fast Track Kids, ABC Child Center) over the summer for HCCS DH presentation			If authorized, HCCS will explore partnerships with named schools.	

		meetings				
On-going		Facebook	Public website	725 people reached via the Hellenic Facebook page updates on the new school, with 116 "reactions" to posts about HCCS DH and 47 "shares" of HCCS DH announcements, further growing the reach with each unique share to a new group of followers and views		
On-going		Email blasts to HCCS parents and responses	Email			Over 500 people reached in this method of outreach
		Google analytics for HCCS DH website	Public website	Over 1,002 unique page views to the HCCS DH website		
		Analytics on HCCS website where announcemen t is on home page				
Summer 2018		Phone calls to 300 person waiting list with PK-K students		Continue to contact families on the HCCS wait list to keep them updated on the replication process. Direct them to visit the HCCS-DH web page to sign the petition and complete the survey.	Several questions were asked about school design, location, languages taught. Families were informed to continually visit the HCCS web sites for updates. If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs to families in the district to address foreign languages, extra-curricular activities and extended	Over 300 people reached in this method of outreach

					school hours.	
July 16, 2018	Posted to hccs-nys.org web page	Inform families and general public the LOI was approved and community outreach is on-going		Inform families about the approval of the LOI and keep them updated on the replication process. Direct them to visit the HCCS-DH web page to sign the petition and complete the survey.		
July 19, 2018	Email to HCCS families, staff and supporters	Inform families and general public the LOI was approved and community outreach is on-going		Inform families about the approval of the LOI and keep them updated on the replication process. Direct them to visit the HCCS-DH web page to sign the petition and complete the survey.		Over 500 people reached in this method of outreach
July 19, 2018	Facebook post to HCCS page	Inform families and general public the LOI was approved and community outreach is on-going		Inform families about the approval of the LOI and keep them updated on the replication process. Direct them to visit the HCCS-DH web page to sign the petition and complete the survey.		
July 19, 2018	Assemblyperson Ortiz	Follow-up call to obtain letter of support		Contacted office to follow-up on obtaining a letter of support and to inform Honorable Ortiz the LOI was approved.		

July 19, 2018	NYS Senator Golden, NYS Assemblyperson Malliotakis, US Congressman Dan Donovan, Brooklyn Borough President Adams	Follow-up call and email to obtain inform of LOI approval		The offices were contacted to inform the electeds the LOI was approved we are in the process of writing and finalizing the application.	We were asked why District 20 and we once again we stated that were targeting District 20 because of a high demand we had from parents who want to send their children to HCCS Park Slope but could not gain admittance.	
July 20, 2018	District 20 apartment buildings	Went door to door at 4-5 housing complexes in 5 different targeted areas, distributed flyers and brochures, brought petitions and surveys to engage families in the community.	Families in D20	Fielded questions on languages taught at the school, after school programs and teaching staff. They were interested in high quality public school choices	Questions on languages taught at the school were addressed. Greek and Latin languages are taught at HCCS. We stated that HCCS could explore teaching other languages via after school programs. We discussed what a charter school is and the design of the school. HCCS hires all NYS certified teachers and follows the NYS curriculum. Families were directed to the hccs websites for updates. If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs to families in the district. HCCS has a dynamic intervention model that is proposed.	Over 300 + families received information through this outreach effort
July 23, 2018	District 20 apartment buildings	Went door to door at 4-5 housing complexes in 5 different targeted areas, distributed flyers and	Families in D20	Families asked about the location and school design and were interested in after school and enrichment programs.	Questions on school location were addressed stating that at this time a specific location has not been finalized. School size and design questions were addressed. All were invited to visit the schools' website for updates. If authorized, HCCS will explore partnerships and seek funding sources to offer after school programs	Over 300 + families received information through this outreach effort

		brochures, brought petitions and surveys to engage families in the community.			to families in the district. HCCS has a dynamic intervention model that is proposed.	
July 24, 2018	Fran Vella Marrone, Dyker Heights Civic Association	Follow-up call to obtain letter of support		Contacted office to follow-up on obtaining a letter of support and to inform Ms. Vella Marrone that our LOI was approved.	Ms. Vella-Marrone stated she would check with her board and get back to HCCS asap.	
August 4, 2018	Fran Vella Marrone, Dyker Heights Civic Association	Follow-up call to thank her for the DHCC letter of support		Contacted Ms. Vella Marrone, President of the DKCC for their letter of support.	HCCS reviewed the school design elements with Ms. Vella-Marrone and stated that they would keep DHCC updated on the replication process. HCCS also directed them to routinely visit the HCCS-DH web page.	

HELLENIC CLASSICAL CHARTER SCHOOL

KNOWLEDGE | WISDOM | TRUTH

HCCS-DH Community Survey Answers and Applicant Team Response to Feedback

On 7/30/18, the HCCS Replication team reviewed all responses (n=144) to our online community survey, which was publicly available on the HCCS-DH website, in an attempt to incorporate concerns and issues in the new school model, such as school culture and family environment, differentiated instruction, recruitment of faculty, outdoor space, social integration and extra-curricular activities.

Note: * indicates repeated response

What is most important for our team to know in designing this school?	What do you think is missing from the elementary schools in your community?	HCCS DH Applicant Team Response to Feedback (7/30/18)
Outdoor facilities and a playground**********	More free/playtime* A playground/ outdoor space for kids to be able to have recess, outdoor gym and school events**	Will prioritize if possible space w/ outdoor space; gym; includes dance; ample outside activities
We are very pleased with HCCS Park Slope. Keep up the great work!* This is exactly the type of school this already strong community can use. Hellenic is more than a school, within the walls there is an extension of the families that our children leave at home. To be given the opportunity to create that same experience at our new school would be magnificent! The Park Slope school design works very well for parents and the students.	Enrichment programs** /after school and extended day programs** / Extracurricular activities* Arts****, music***, language***, and athletic* programs A variety of clubs to meet the different needs and interests of children. Wider range of different types of classes and programs during school hours (like chess and musical instrument instruction for younger grades-which a longer day helps to achieve)	Focus on enrichment and language and greek Added theater club
Small classes where students get more attention with teacher during class time. small class sizes as well as more resources for children with IEPs	Smaller classrooms****** A more intimate setting for students to learn in.*	The new HCCS DH space is sizable and allows for more space for teachers to arrange small group settings in each classroom and push-in; potential for smaller class sizes
Strong dedicated faculty Quality of the teachers and faculty.** Experienced teachers. The same caliber of individuals that genuinely care and are heavily invested in our children (which HCCS Park Slope has) Background checks for all employees / extensive interview process to ensure that the school hires great teachers that will continue HCCS' success.	A faculty that is very dedicated to the students Qualified teachers* and guidance counselors. Teachers that are genuinely interested in the students Staff that really cares about the academic success of their students.	HCCS will continue to recruit and employ highly qualified NYS certified teachers. In additional, teachers will receive professional development several times a year.

Teachers are approachable and child-focused		
It is very important for everyone to feel like they belong, a strength of HCCS. Make sure to keep the wonderful sense of family/community in the new school An environment where anyone can learn and grow. Parents and teachers working together for the children to succeed. The new HCCS should continue to provide support and guidance to parents. Keeping with the family and cultural feel**	Sense of family/community** A sense of family and unity student and parent workshops. Frequent family interactions and events makes Hellenic a more enjoyable learning experience. Parent having a say in their child's education. Caring teachers who reach out to the parents and openly communicate with them on what is occurring with their children** Schools that support both the parents and student's needs.	The HCCS model inherently includes family inclusion and collaboration; Tettonis culture; same leadership that's been at HCCS will contribute to HCCS DH.
Safety** Strong security for anyone entering or leaving the school.	Secure environments	The model will follow HCCS's current security plan and have school safety agents on staff.
More physical activity It is very important for kids to be able to have breaks and to be able to play in a yard.	Physical activity****	The new facility will have outdoor space for recess as well as free space before and after school. THe proposed facility will also have a gymnasium.
Keeping HCCS culture and values* To create an environment where students feel respected, heard, and challenged. A place they look forward to going because they know they are part of a family/school community. Unity and collaboration Environment of nurturance and understanding is most importance. By far and wide the caring culture, challenging curriculum and intimacy of HCCS are what has kept me a happy parent. Keeping a staff with a positive attitude* Something as simple as a senior member of staff greeting the children in the mornings cannot be overstated and likewise members of staff seemingly knowing all the names of the students; priceless.	Schools are teaching primarily for preparation of state tests as opposed to teaching a full breadth of subjects and curricula which hinders our children from learning basics in other topics aside from Math and ELA** Too much focus on the academic versus creating well rounded inclusive of social/community Social-emotional learning Hands-on approach to learning More of a lax and fun approach*	Transparent culture with students' growth and achievement and learning
An environment for a child can get an education tailored to his or her needs. To know the needs of the parents and children that will be possibly attending this school. To be aware of the		HCCS will differentiate instruction with enrichment and/or remediation as needed to ensure all students will achieve academic success.

economic, social, and cultural uniqueness of each family.		HCCS will supplement its curriculum with the Competent Kids Caring Classrooms (CKCC), a social, emotional program.
More social integration. Especially the early grades. Being able to have more free play so that children are able to recognize big problems versus little problems and how to work together to figure out problems before they escalate. with support in education, emotional stability and how to be a positive influence in there world. Balancing social development along with the academic Encourage social development as the kids have gotten older Building a school that develops the whole child around social emotional literacy and preparing students with 21st first century skills. Students should be better able to communicate, collaborate and cooperate with each other.	Focus on each individual child Community input and resources.	
Same small size. Small class sizes that allow students to participate in hands on instruction*	School uniforms	Class size will be limited to ensure small educational settings.
Group activities outside of classes	Agriculture	We will discuss with the school board to ensure the new facility has ample space for outdoor activities.
You should develop a school that starts from middle school to high school.	The family feeling that HCCS provides to all the students and parents.	While the HCCS school board appreciates the comments about starting a high school, they feel they are going to proceed with the K-8 model that they know best and have achieved success with.
Keeping work stations apart are less distracting to children with ADHD	Teacher collaboration	To ensure the success of all students, professional development will be provided to our teachers to create a functional and supportive learning environment. The classroom set-up facilitates

		students' functionalbility and academic engagement.
Accessible to all students with physical disabilities.		The school facility and educational model is being developed will ensure all students are included and able to achieve academic success with special attention being focused on our special education and English Language Learners population.

Survey to Inform HCCS School Design

SEND

QUESTIONS RESPONSES 144

Survey to Inform HCCS Dyker Heights School

Estimated time to complete survey: 5-10 minutes.

Please rate the importance of the following. *

	Not Important	Somewhat Important	Important
Acqusition of Greek languag...			
A top-quality teacher recruit...			
A guidance counselor and s...			
School uniforms			
A positive school culture			
An extended school day and...			
Test prep for the specialized...			
Regents courses, including ...			
Summer tutoring			
Parent workshops on high s...			
Small class sizes			
Focus on social-emotional l...			

What is most important for our team to know in designing this school?

Long answer text

What do you think is missing from the elementary schools in your community?

Long answer text

Survey to Inform HCCS School Design

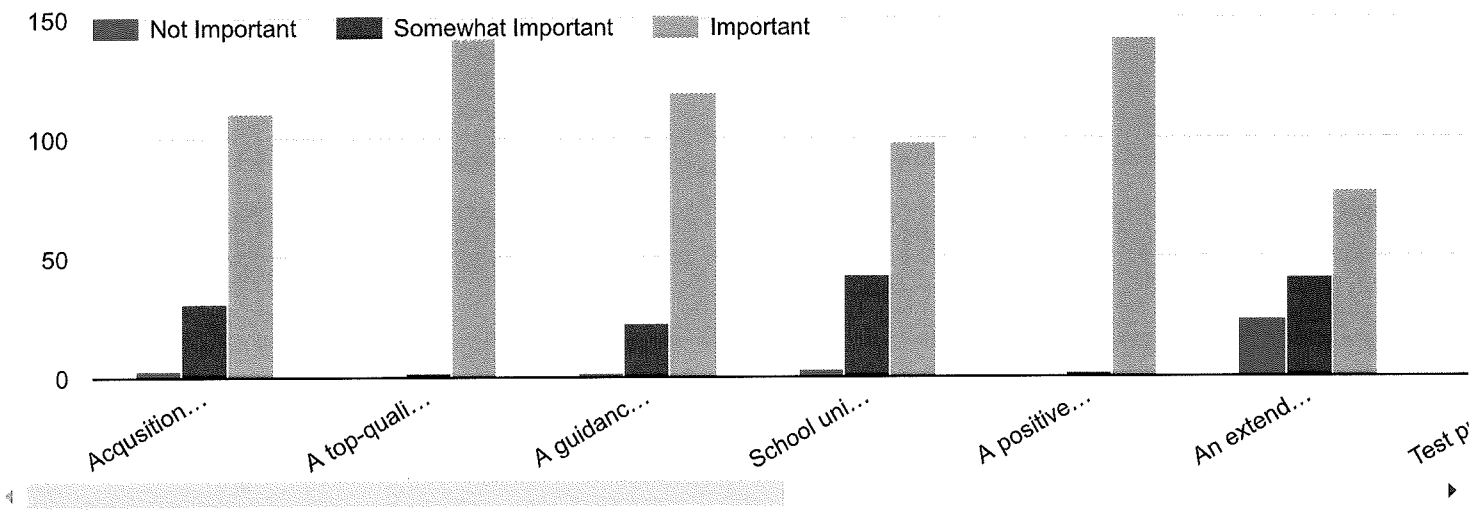
QUESTIONS RESPONSES 144

144 responses

SUMMARY INDIVIDUAL

Accepting responses

Please rate the importance of the following.



What is most important for our team to know in designing this school?

79 responses

By far and wide the caring culture, challenging curriculum and intimacy of HCCS are what has kept me a happy parent. However the school has not been great about encouraging social development as the kids have gotten older (2)

It is very important to have a great outdoor space for the students

HCCS Petition of Support

QUESTIONS RESPONSES 254

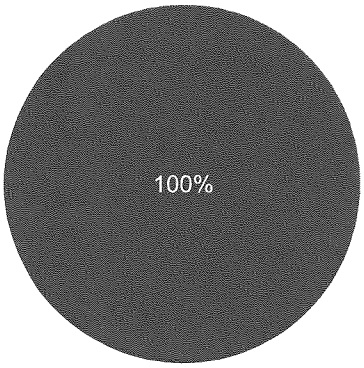
254 responses

SUMMARY INDIVIDUAL

Accepting responses

Sign Our Petition

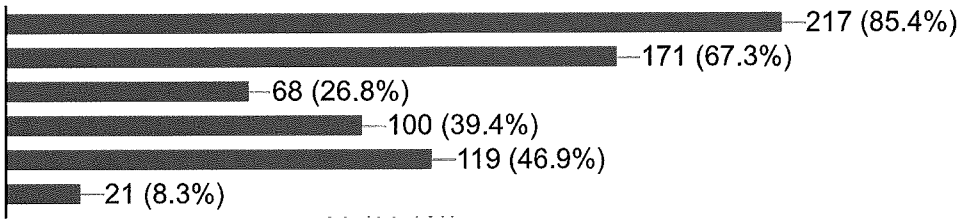
254 responses



I support the opening of this school.

Please check ALL that apply to you.

254 responses



Replication Meeting Update

HCCS Executive PTA Board Meeting

5-7-18

Agenda

1. Announcement – HCCS Dyker Heights
2. Introduction of Administration & Board Members
    a. History of HCCS – Park Slope
    b. Location Site - TBA
3. School Design
    a. Opening - September 2019
    b. Grades Kindergarten and first – 3 classes per grade
    c. Grow to a full K – 8 school
    d. Lottery Process
4. Replication Application Process
    a. Letter of Intent deadline – 7/9/18
    b. Application deadline - 8/16/18
    c. Capacity Interviews – September 2018
    d. SED/Regents Approval – November 2018
5. Community Outreach
    a. Surveys & Feedback
    b. Petitions
    c. Community Support

Dena Capetanakis [redacted]

HCCS - Exciting News!!!

10 messages

[redacted]PM

May 30, 2018

Dear HCCS Community,

On behalf of the entire HCCS community, I'm writing you today with a very exciting update. **Based on the successes we have achieved together at HCCS, we are applying to replicate our model and open a second elementary school - HCCS Dyker Heights!**

Our application is due to New York State Education Department on August 16th, 2018. If approved, our proposed charter school would open in Dyker Heights, Brooklyn (District 20), in the Fall of 2019. Our replication school will share the same mission and educational model of HCCS. We hope to change the lives of even more students and families by expanding the reach of our impact!

We are relying on our existing school community for your support and feedback, because you know our existing model best! We need your support and are deeply interested in hearing from you. As we design every element of this "sister school", we want to know from you: What suggestions would you like us to consider for our new school? What has made your child's time at HCCS unique?

There are so many quick and easy ways to have your voice heard and demonstrate your support for a second school. Here are a few ways:

1. You can visit our website for the proposed school here - https://www.hccsdh-nys.org/. Check back regularly for events where you can learn more about the school and share your feedback.
2. Once on our website, you can sign our online petition showing your support.
3. Also on the website, you can complete our 5 minute survey and have your voice heard right away! Through the survey, you will have the chance to help us design our second school.
4. Like our HCCS Facebook! We will soon be posting questions about the new school, HCCS Dyker Heights. We'd love for you to comment on posts with your

ideas and/or support! https://www.facebook.com/HellenicClassicalCharterSchool/

5. Volunteer to help us talk with community leaders and residents about our successful model and how it can help students!

Attached is an informational flyer on our new school - HCCS- Dyker Heights.

Thank you in advance for your support!

Volunteers are needed so if you'd like to help or have any questions, please do not [redacted]

Sincerely,

Christina Tettonis
HCCS Principal

Dena Capetanakis
Special Events Coordinator
Hellenic Classical Charter School
[redacted]

HCCS DH ONE PAGER V2.pdf
892K

[redacted] 5:46 PM

Congratulations

[Quoted text hidden]
[Quoted text hidden]
--
You received this message because you are subscribed to the Google Groups "grades-3-5" group.
To unsubscribe from this group and stop receiving emails from it, send an email to grades-3-5+unsubscribe@hccs-nys.org.
To post to this group, send email to grades-3-5@hccs-nys.org.
To view this discussion on the web visit https://groups.google.com/a/hccs-nys.org/d/msgid/grades-3-5/CAPQvv1BnmZxca2ypLpWtr6n1kE9QYv%2Btts%2BeF53JO%3DS-%2B6cP4A%40mail.gmail.com.

Gina Ypsilantis [redacted] Thu, May 31, 2018 at 6:39 AM
To: Dena Capetanakis [redacted]

Can I apply for a job?

Sent from my iPhone
[Quoted text hidden]

[Quoted text hidden]
--
You received this message because you are subscribed to the Google Groups "middle-school" group.
To unsubscribe from this group and stop receiving emails from it, send an email to middle-school+unsubscribe@hccs-nys.org.
To post to this group, send email to middle-school@hccs-nys.org.
To view this discussion on the web visit https://groups.google.com/a/hccs-nys.org/d/msgid/middle-school/CAPQvv1BnmZxca2ypLpWtr6n1kE9QYv%2Btts%2BeF53JO%3DS-%2B6cP4A%40mail.gmail.com.

<HCCS DH ONE PAGER V2.pdf>

Dena Capetanakis <[redacted] Thu, May 31, 2018 at 4:17 PM
To: Maria Irene Grigos[redacted]

Dena Capetanakis
Special Events Coordinator
Hellenic Classical Charter School
[redacted]

[Quoted text hidden]

HCCS DH ONE PAGER V2.pdf
892K

Maria Grigos[redacted] Thu, May 31, 2018 at 4:48 PM
To: Dena Capetanakis[redacted]>

Awesome!!
[Quoted text hidden]

<HCCS DH ONE PAGER V2.pdf>

[redacted]at 11:20 PM

Congratulations on this tremendous accomplishment! Wishing you all continued success on this future project!

I'd like to respond to a question posed in your email about what made your child's time at HCCS unique?

My children's experience at HCCS has been and will continue to be a memorable one. The overwhelming feeling of support, togetherness, and security felt by administration, all staff members and families is commendable. The education my children receive and will continue to receive prepares them socially, emotionally, and intellectually. My children feel an enormous amount of support by their teachers. They enjoy learning. They feel loved and valued. As a parent, knowing my children are in the hands of HCCS, I feel confident that my children are receiving a solid foundation and are being well prepared for their future.

Thank you!
Maria Anagnostou

Sent from my iPhone
[Quoted text hidden]

[Quoted text hidden]
--
You received this message because you are subscribed to the Google Groups "grades-3-5" group.
To unsubscribe from this group and stop receiving emails from it, send an email to grades-3-5+unsubscribe@hccs-nys.org.
To post to this group, send email to grades-3-5@hccs-nys.org.
To view this discussion on the web visit https://groups.google.com/a/hccs-nys.org/d/msgid/grades-3-5/CAPQvv1BnmZxca2ypLpWtr6n1kE9QYv%2Btts%2BeF53JO%3DS-%2B6cP4A%40mail.gmail.com.

<HCCS DH ONE PAGER V2.pdf>

[redacted]18 at 1:57 PM

Omg this is amazing news!!! All the hard work has truly paid off and it shows. Not only have our families been blessed to have met a group of dedicated and extraordinary people but now you all have the opportunity to change the lives of so many other families. I will forever be grateful of the education, love, integrity, humbleness and so many more values my children received while at HCCS. As the saying goes, it takes a village to raise a family and I am excited, proud and honored to say you all have been a big part of that. I will continue to spread the word and share my stories of how awesome you all are. Thank you for being you and congratulations on this huge endeavor. It's going to be great!

Best,
Brenda Sosa

Sent from my iPhone

On May 30, 2018, at 5:41 PM, Dena Capetanakis <[redacted] wrote:

[Quoted text hidden]
--
You received this message because you are subscribed to the Google Groups "Pre-K - 2" group.
To unsubscribe from this group and stop receiving emails from it, send an email to Pre-K-2+unsubscribe@hccs-nys.org.

<HCCS DH ONE PAGER V2.pdf>

[redacted]018 at 2:47 PM

Brenda,
Thank you so much for your kind words. You and your entire family have and continue to be wonderful supporters of HCCS. Can I ask a favor, do you mind going on line and completing the survey and signing the petition? We are tracking our feedback and this would really help.
Love to Yazmin and Manny
xo Dena

Dena Capetanakis
Special Events Coordinator
Hellenic Classical Charter School
[redacted]

[redacted]

[Quoted text hidden]

Tue, Jun 5, 2018 at 5:04 PM

[redacted]

Of course, I signed the petition for myself and their dad. I also took the survey Anything else I can do, just let me know.

Sent from my iPhone

[Quoted text hidden]

Tue, Jun 5, 2018 at 5:35 PM

[redacted]

Thank you so much Brenda! We love you guys! XO

Joy

Joy Petrakos
Director of Operations and Finance
Hellenic Classical Charter School

[redacted]

HIGH PERFORMING REWARD SCHOOL 2015 2016 2017 2018

[Quoted text hidden]

Hellenic Classical C

[redacted] Hellenic Classical Charter School.
June 1 · Brooklyn, New York ·

We are so excited to announce that HCCS is opening a second school! If approved by The New York State Education Department, our proposed charter school would open in Dyker Heights, Brooklyn (District 20), in the Fall of 2019. Our replication school will share the same mission and model of HCCS.

We are relying on our school community for your support and feedback, because you know our existing model best!

The first thing you can do to help us is comment here and tell us: ...
See More

HCCSDH-NYS.ORG
Home | HCCS Dyker Heighs
Home

80 28 Comments 34 Shares

Like Comment Share

Most Relevant

Write a comment...

[redacted] Wohooooooooo, I am sharing this with all the head starslts I have worked with.
Like · Reply · 7w 1
2 Replies

[redacted] That's great where ?
Like · Reply · 7w 1
2 Replies

[redacted] The Heights just got higher! We can't wait to hear it's official!
Like · Reply · 7w 1

Hellenic Classica

July 13 at 12:38 PM

Dear HCCS families and supporters,

We have great news regarding our replication!

We have successfully completed the first step in the replication process as our Letter of Intent (LOI) for The Hellenic Classical Charter School – Dyker Heights (HCCS-DH) was accepted by The New York State Education Department.

The next step is to submit the full application in mid August. Thank you to everyone who took the time to sign the petition and complete the surveys. If you have not already done so, kindly visit the HCCS-DH website at https://www.hccsdh-nys.org to sign our petition and to complete our survey on the school design. Your feedback and support is very important to the success of our replication.

We will continue to update you on the replication application process. If you have any questions kindly contact our Director of Operations, Joy Petrakos at (718) 499-0957 or email at Joy.Petrakos@hccs-nys.org .

We could not do this without you 😊
The HCCS Family

Home | HCCS Dyker Heights

Home | HCCS Dyker Heig

72

1 Comment 11 Shares

Hellenic Classical Charter School
646 Fifth Avenue
Brooklyn, New York 11215

HCCS Replication Information Meeting – 9:00am

DATE: **Wednesday, June 6, 2018**
PLACE: **School Cafeteria**

AGENDA:

- **Principal's Report**
  - **Replication Information Update – HCCS Dyker Heights**
- **Community Outreach Report**
  - **Survey and Petition Update**
  - **District 20 Meeting – June 26, 2018**

We look forward to seeing you on June 6th.
Your participation and support is important to our children and to our school.

Replication Meeting Update

HCCS

6-6-18

Agenda

1. **Welcome – Christina Tettonis, Principal**
   - Introduction of Administration & Board Members
   - History of HCCS – Park Slope
   - Decision to replicate
   - Location Site - TBA
   - Timeline – Letter of Intent, Application, Approval, Opening
   - School Design
     - open grades K & 1 – proposed opening September 2019
     - elementary and middle school – grades K-8
   - Lottery Process
   - Replication Applciation Process
     - Letter of Intent deadline – 7/9/18
     - Application deadline - 8/16/18
     - Capacity Interviews – September 2018
     - SED/Regents Approval – November 2018

2. **Community Outreach – Dena Capetanakis**
   - Surveys & Feedback
   - Petitions
   - Community Support

3. **HCCS Family - faculty, families, alumni**

Photos from Replication Update Meeting

HCCS

June 6, 2018

Hellenic Classical Charter School - Dyker Heights

Home Mission Instructional Model Our Sister School Get involved Events Contact Us I Give Feedback FAQs

Support the launch of HCCS-Dyker Heights!

SIGN OUR PETITION

COMPLETE OUR SURVEY

The Hellenic Classical Charter School - Dyker Heights
Brooklyn, District 20

The Hellenic Classical Charter School - Dyker Heights (HCCS-DH) is a proposed elementary and middle charter school focused on a rigorous education that is rich in challenging content and supplementing instruction with classical study of the Greek and Latin language, history, and other cultural studies.

We aim to launch HCCS-DH with grades K-1 in Fall 2019 in **District** 20, Brooklyn, New York City. Following

Hellenic Classical Charter School - Dyker Heights

Home | Mission | Instructional Model | Our Sister School | Get Involved | Events | Contact Us I Give Feedback | FAQs

Upcoming Events

HCCS Dyker Heights Informational Meeting
Tuesday, June 26th at 6:30pm
Brooklyn Public Library - Dyker Heights
8202 13th Avenue, Brooklyn, NY 11228

Meeting is open to the public; all are welcome, including HCCS families, prospective HCCS DH parents & guardians, neighbors, educators, and interested community members.

HCCS PARK SLOPE TO REPLICATE!!!

Dear HCCS Community,

On behalf of the entire HCCS community, I'm writing you today with a very exciting update. Based on the successes we have achieved together at HCCS, we are applying to replicate our model and open a second elementary school - HCCS Dyker Heights!

Our application is due to New York State Education Department on August 16th, 2018. If approved, our proposed charter school would open in Dyker Heights, Brooklyn (District 20), in the Fall of 2019. Our replication school will share the same mission and educational model of HCCS. We hope to change the lives of even more students and families by expanding the reach of our impact!

We are relying on our existing school community for your support and feedback, because you know our existing model best! We need your support and are deeply interested in hearing from you. As we design every element of this "sister school", we want to know from you: What suggestions would you like us to consider for our new school? What has made your child's time at HCCS unique?

There are so many quick and easy ways to have your voice heard and demonstrate your support for a second school. Here are a few ways:

1. **You can visit our website for the proposed school here - https://www.hccsdh-nys.org/ (https://www.hccsdh-nys.org/). Check back regularly for events where you can learn more about the school and share your feedback.**
2. **Once on our website, you can sign our online petition showing your support.**
3. **Also on the website, you can complete our 5 minute survey and have your voice heard right away! Through the survey, you will have the chance to help us design our second school.**
4. **Like our HCCS Facebook! We will soon be posting questions about the new school, HCCS Dyker Heights. We'd love for you to comment on posts with your ideas and/or**

support! https://www.facebook.com/HellenicClassicalCharterSchool/ (https://www.facebook.com/HellenicClassicalCharterSchool/)

5. **Volunteer to help us talk with community leaders and residents about our successful model and how it can help students!**

Thank you in advance for your support!

Volunteers are needed so if you'd like to help or have any questions, please do not hesitate to email myself (ctettonis@hccs-nys.org (mailto:ctettonis@hccs-nys.org)), Joy Petrakos (joy.petrakos@hccs-nys.org (mailto:joy.petrakos@hccs-nys.org)) or Dena Capetanakis (dcapetanakis@hccs-nys.org (mailto:dcapetanakis@hccs-nys.org)).

Sincerely,

Christina Tettonis

HCCS Principal

Upcoming Events:

HCCS Dyker Heights (https://www.hccsdh-nys.org/)Informational Meeting

Dear HCCS Community,

We are writing you today with a very exciting update. Based on the successes we've achieved together at HCCS, we are applying to replicate our model and open a second elementary school - HCCS Dyker Heights! Our application is due to New York State Education Department on August 16th, 2018. If approved, our proposed charter school would open in Dyker Heights, Brooklyn (District 20), in the Fall of 2019. Our replication school will share the same mission and model of HCCS. An informational meeting will be

held on Tuesday, June 26th at 6:00pm at the Brooklyn Public Library Dyker Heights branch located at 8202 13th Avenue, Brooklyn, NY 11228. Any questions, please contact Dena Capetanakis at dcapetanakis@hccs-nys.org (mailto:dcapetanakis@hccs-nys.org).

VISIT HCCS ON FACEBOOK

Like us on Facebook!https://www.facebook.com/HellenicClassicalCharterSchool/?fref=ts (https://www.facebook.com/HellenicClassicalCharterSchool/?fref=ts)

DONATE TO HCCS

Donate

To ensure that our students have everything they need to optimize their experience at HCCS, please consider donating to our school today.

PRINCIPAL'S MESSAGE

Dear HCCS Families,

It is with great pleasure and excitement that I welcome you and your children back for the 2017-2018 school year. If you are new to our school, I would like to welcome you to the greatest school in the world!

I am proud to announce that for the third year in a row *The New York State Education Department* has identified our school as a "**Reward School**". A *Reward School* is a school that has made the most progress and/or a school that has the highest achievement in the state without significant gaps in student achievement between subgroups. Congratulations to our entire amazing HCCS family for achieving this recognition!

Our goal is to bring our students to the level of college and career ready. I encourage all our families to log on to the web site On this web site

READ MORE

HCCS PTA

Like us on Facebook - https://www.facebook.com/groups/1415030405395382/ (https://www.facebook.com/groups/1415030405395382/)

Hellenic Classical Charter School
Replication Meeting

Tuesday, June 26, 2018

6:30pm

Dyker Heights Brooklyn Public Library Branch

8202 13th Avenue, Brooklyn, NY

All are welcome!

Please come and show your support!

Community Outreach Meeting

District 20 – Dyker Heights Brooklyn Public Library

6-26-18

Agenda

1. **Welcome – Christina Tettonis, Principal**
   - Introduction of Administration & Board Members
   - History of HCCS – Park Slope
   - Decision to replicate
   - Location Site - TBA
   - Timeline – Letter of Intent, Application, Approval, Opening
   - School Design
     - open grades K & 1 – proposed opening September 2019
     - elementary and middle school – grades K-8
   - Lottery Process

2. **Community Outreach – Dena Capetanakis**
   - Surveys & Feedback
   - Petitions
   - Community Support

3. **HCCS Family - faculty, families, alumni**

Community Outreach Meeting
District 20 – Dyker Heights Brooklyn Public Library
6-26-18

Minutes

Mrs. Tettonis opened the meeting and welcomed guests. She introduced herself, the HCCS administration and board members. She provided a brief history of the current school, HCCS-Park Slope (HCCS-PS).

a. HCCS is in its 13th year of operation
b. Model of integration
c. High performing reward school for 4 consecutive years
d. Selected as one of top 155 schools in NYS

1. Mrs. Tettonis announced the board's decision to replicate and bring our successful model to District 20 (D'20).
    a. 30% of our current students come from D'20
    b. Mrs. Tettonis is a former D'20 teacher as well as program coordinator
    c. Mr. Capetanakis is a former D'20 school board chairperson and board member
    d. There are no charter schools in D'20
2. Location Site – TBA
    a. School board actively looking for space in D'20
    b. Once space is secured, an announcement will be made
3. Timeline
    a. Letter of Intent – July 9, 2018
    b. Application – August 16, 2018
    c. Proposed Approval – November 2018
    d. Proposed Opening – September 2019
4. School Design
    a. Open in September 2019 - three classes kindergarten and first grade
    b. Each year, three new kindergarten classes will be added as students promoted, Year 1: K & 1, Year 2: K, 1 & 2, Year 3, K, 1, 2 & 3, etc.
    c. By September 2026, school at full capacity – 3 classes grades K-8

5. Lottery Process
    a. If HCCS-DH is approved, applications will be accepted December 2018
    b. Preference – D'20 students
    c. Separate lotteries for both schools
    d. Separate staff
    e. Same administration and school board
6. Questions and Answers
    a. Uniforms
    b. Languages taught in new school
    c. Proposed building – accessibility
    d. Application process
    e. Wait list process

Effie Lekas, a HCCS founding board member, spoke to the guests about the school, the sense of community and family, the academic rigor and the successes of our students.

Joy Petrakos, HCCS Director of Operations, greeted all guests, and provided details about the application and lottery process.

Dena Capetanakis, HCCS Community Outreach Coordinator, welcomed everyone and spoke about community involvement and feedback and how important this piece is to a successful application.

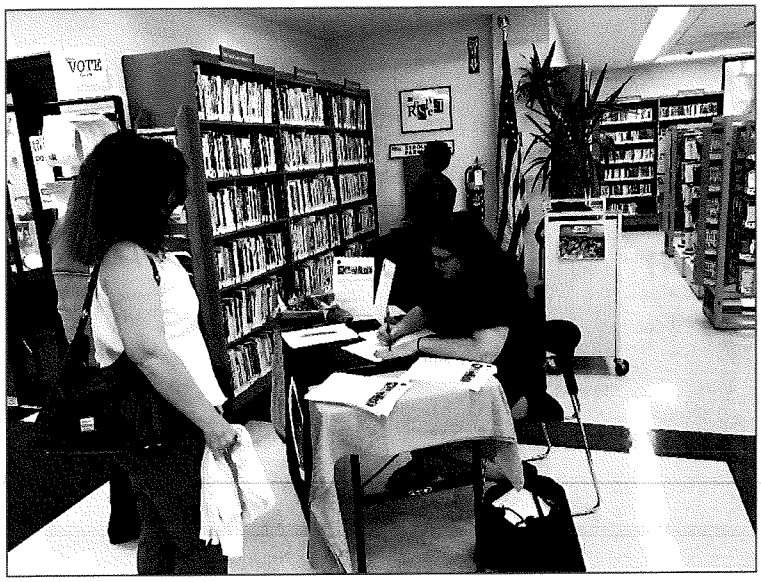
a. Mrs. Capetanakis asked families what they would like in a school and discussed how important their feedback is to help to create a stronger application
    i. Feedback included:
        1. Outdoor space
        2. Quality teachers
        3. Enriched curriculum
        4. Extra-curricular activities
        5. A safe environment – secured entrances and exits
        6. Access to technology
b. Mrs. Capetanakis informed guests they should periodically check the school's web site and facebook page to obtain updates about the process.

   c. Mrs. Capetanakis asked for all in attendance to complete the surveys, sign the petitions and spread the word!
2. Mrs. Capetanakis also acknowledged the wonderful HCCS family - faculty, students, families, alumni and how integral their support is to the process

Photos from District 20 Community Outreach Meeting

Dyker Heights Brooklyn Public Library

June 26, 2018



HTTP://WWW.HCCS-NYS.ORG/

HCCS - REPLICATION UPDATE - 7/16/18

Dear HCCS families,

We have great news Dear HCCS families,

We have great news regarding our replication!

We have successfully completed the first step in the replication process as our Letter of Intent (LOI) for The Hellenic Classical Charter School – Dyker Heights (HCCS-DH) was accepted by The New York State Education Department.

The next step is to submit the full application in mid August. Thank you to everyone who took the time to sign the petition and complete the surveys. If you have not already done so, kindly visit the HCCS-DH website at https://www.hccsdh-nys.org to sign our petition and to complete our survey on the school design. Your feedback and support is very important to the success of our replication.

We will continue to update you on the replication application process. If you have any questions kindly contact our Director of Operations, Joy Petrakos at [redacted] or email at [redacted]

We could not do this without you!

Dena Capetanakis <[redacted]

HCCS - Replication Update

2 messages

[redacted]

Dear HCCS families,

We have great news regarding our replication!

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We will continue to update you on the replication application process. If you have any questions kindly contact our Director of Operations, Joy Petrakos at ([redacted] or email at [redacted]

We could not do this without you!
The HCCS Family

Dena Capetanakis
Special Events Coordinator
Hellenic Classical Charter School
[redacted]

Mariella Rosenthal <[redacted] Thu, Jul 19, 2018 at 11:56 AM
To: Dena Capetanakis[redacted]

Congratulations!!!

Sent from my iPhone
[Quoted text hidden]

[Quoted text hidden]

--

You received this message because you are subscribed to the Google Groups "Pre-K - 2" group.
To unsubscribe from this group and stop receiving emails from it, send an email to Pre-K-2+unsubscribe@hccs-nys.org.

ΕΛΛΗΝΙΚΟ ΚΛΑΣΙΚΟ ΗΜΙ-ΙΔΙΩΤΙΚΟ ΣΧΟΛΕΙΟ

DYKER HEIGHTS

ΠΡΟΤΕΙΝΟΜΕΝΟ ΗΜΙ-ΙΔΙΩΤΙΚΟ ΣΧΟΛΕΙΟ

ΑΙΤΗΣΗ ΣΤΟ ΤΜΗΜΑ ΕΚΠΑΙΔΕΥΣΗΣ

ΤΗΣ ΠΟΛΙΤΕΙΑΣ ΤΗΣ ΝΕΑΣ ΥΟΡΚΗΣ

ΑΙΤΗΣΗ - ΑΥΓΟΥΣΤΟΣ 2018 | ΣΤΟΧΟΣ ΕΝΑΡΞΗΣ –

ΦΘΙΝΟΠΩΡΟ 2019

ΑΠΟΣΤΟΛΗ

Το Ελληνικό Κλασικό Ημι-ιδιωτικό Σχολείο - Dyker Heights (HCCS-DH) θα προσφέρει ένα ποικίλο μαθητικό σώμα με αυστηρή εκπαίδευση σε ένα δυναμικό περιβάλλον. Χρησιμοποιώντας ένα πρόγραμμα σπουδών βασισμένο σε πρότυπα, εμπλουτισμένο με την ελληνική και λατινική γλώσσα, οι μαθητές θα συμμετάσχουν σε διάλογο χρησιμοποιώντας τη Σωκρατική μέθοδο ώστε να γίνουν κριτικοί στοχαστές. Οι μαθητές θα προετοιμαστούν τόσο για το κολέγιο όσο και για μια καριέρα και θα είναι καλά προετοιμασμένοι για να επιτύχουν και να συμβάλουν στην παγκόσμια κοινότητα ως υπεύθυνοι πολίτες.

ΤΟΠΟΘΕΣΙΑ

District 20 - Dyker Heights

ΒΑΣΙΣΜΕΝΟ ΣΤΗΝ ΕΠΙΤΥΧΙΑ

Το HCCS - Dyker Heights βασίζεται στο επιτυχημένο Κλασικό Ελληνικό Ημι-ιδιωτικό Σχολείο που βρίσκεται στο Park Slope. Το HCCS - Park Slope γιορτάζει την 13η του επέτειο και έχει χαρακτηριστεί, εδώ και πολλά χρόνια, ως ένα Σχολείο Ανταμοιβής και Σχολείο Υψηλής Απόδοσης από το Τμήμα Εκπαίδευσης της Πολιτείας της Νέας Υόρκης.

Εάν εγκριθεί, το σχολείο θα ανοίξει το σχολικό έτος 2019-2020 με τρία νηπιαγωγεία και τάξεις πρώτης τάξης. Το σχολείο θα προσθέσει μια τάξη κάθε χρόνο για να φτάσει στο νηπιαγωγείο

μέσω της 8ης τάξης.

ΣΤΟΧΟΣ ΕΓΓΡΑΦΩΝ

2019-2020 | K-1 | 150 φοιτητές

2020-2021 | K-2 | 225 φοιτητές

2021-2022 | K-3 | 300 φοιτητές

2022-2023 | K-4 | 375 φοιτητές

2023-2024 | K-5 | 450 φοιτητές

2024-2025 | K-6 | 525 φοιτητές

2025-2026 | K-7 | 600 φοιτητές 2026-2027 | K-8 | 675 φοιτητές

ΘΕΛΟΥΜΕ ΤΑ ΣΧΟΛΙΑ ΣΑΣ!

ΓΙΑ ΝΑ ΜΑΘΕΤΕ ΠΕΡΙΣΣΟΤΕΡΑ ΚΑΙ ΝΑ ΑΦΗΣΕΤΕ ΤΑ ΣΤΟΙΧΕΙΑ ΣΑΣ

ΕΠΙΣΚΕΦΘΕΙΤΕ ΤΗΝ ΣΕΛΙΔΑ ΜΑΣ WWW.HCCSDH-NYS.ORG

헬레닉 클래시컬 차터 스쿨

다이커 하이츠

뉴욕주 교육청에

등록 지원 예정인 차터 스쿨

지원 - 2018년 8월 | 목표 개교 – 2019년 가을

목적

헬레닉 클래시컬 차터 스쿨 – 다이커 하이츠(HCCS-DH)는 활기찬 환경에서 다양한 학생들에게 철저한 교육을 제공할 것입니다. 그리스어와 라틴어가 융합된 표준 기반 교육과정에서, 학생들은 비판적 사고를 하기 위해 소크라테스의 방법론을 통해 대화하게 됩니다. 다이커 하이츠는 학생들을 대학과 직장에 대비하도록 도와주고, 책임감 있는 시민으로서 글로벌 공동체에 기여하고 성공할 수 있도록 해줍니다.

위치

제20 구역 – 다이커 하이츠

성공에 기반

HCCS – 다이커는 파크 슬로프에 위치한 헬레닉 클래시컬 차터 스쿨의 성공에 기반합니다. HCCS- 파크 슬로프는 개교 13주년을 기념하고 있으며 뉴욕주 교육청에 의해 수년간 보상 대상 학교 및 고성취 학교로 지정되었습니다.

등록이 승인된다면, 학교는 2019-2020학년도에 개교해 유치원 및 1학년 3개 반을 개설할 것입니다. 유치원부터 8학년까지 수용할 수 있도록 매년 한학년씩 더할 것입니다.

목표 입학 정원

2019-2020 | K-1 | 학생 150명
2020-2021 | K-2 | 학생 225명
2021-2022 | K-3 | 학생 300명
2022-2023 | K-4 | 학생 375명
2023-2024 | K-5 | 학생 450명
2024-2025 | K-6 | 학생 525명
2025-2026 | K-7 | 학생 600명
2026-2027 | K-8 | 학생 675명

귀하의 의견을 듣고 싶습니다!

WWW.HCCSDH-NYS.ORG 에 방문해 더 많은 정보를 보고 의견을 남겨주세요.

希腊古典特许学校

戴克高地

一所拟建的特许学校

向纽约州教育部申请

2018年8月申请 | 计划在2019年秋天开办

使命

希腊古典特许学校 – 戴克高地 (HCCS-DH)，在充满活力的环境中为多元化的学生主体提供严格的教育。通过标准化的含有希腊语和拉丁语的课程，学生们将参与到苏格拉底式对话中，继而成为一名批判思考者。学生们会为大学和职业生涯做好准备，使自己成为有责任心的市民，为全球社区做出贡献。

位置

20街区 – 戴克高地

基于成功

HCCS – DH是基于已经取得成功的位于帕克斯鲁普(Park Slope)的希腊古典特许学校而设立。HCCS - Park Slope正在举办13周年校庆，已多年被纽约州教育部授予“奖励学校”(Reward School)以及“高绩效学校”(High Performing School)的称号。

如果批准通过，学校将在2019-2020学年开始招生，初步设3个小学一年级班，之后每年会增加1年级一直到八年级.

计划招生

2019-2020 | K-1 | 150 人
2020-2021 | K-2 | 225 人
2021-2022 | K-3 | 300 人
2022-2023 | K-4 | 375 人
2023-2024 | K-5 | 450 人
2024-2025 | K-6 | 525 人
2025-2026 | K-7 | 600 人
2026-2027 | K-8 | 675 人

我们希望得到您的反馈!

请访问 WWW.HCCSDH-NYS.ORG 获取更多信息并提出您宝贵的意见

المدرسة الهيلينية الكلاسيكية المستقلة

دايكر هايتس

مقترح تأسيس مدرسة مستقلة

مُقدم إلى وزارة التربية والتعليم في ولاية نيويورك

التقديم - أغسطس | 2018 الافتتاح المستهدف — الفصل الأول2019

المهمة

ستقوم المدرسة الهيلينية اللكلاسيكية المستقلة – دايكر هايتس (HCCS-DH) بتوفير تعليم رصين لشريحة متنوعة من الطلاب في بيئة ديناميكية. وباستخدام المناهج الدراسية القائمة على المعايير والمُدعمة باللغات اليونانية واللاتينية سيشارك الطلاب في حوارات باستخدام طريقة سقراط ليصبحوا مفكرين ناقدين. وسوف يصبح الطلاب جاهزين للمرحلة الجامعية ومستعدون للعمل بشكل جيد لتحقيق النجاح ولكي يساهموا في المجتمع العالمي كمواطنين مسؤولين.

الموقع

المنطقة التعليمية 20 – دايكر هايتس

مؤسسة على النجاح

تعتمد فكرة إنشاء مدرسة HCCS- دايكر هليتس على مدرسة المدرسة الهيلينية الكلاسيكية الناجحة الموجودة في بارك سلوب. تحتفل مدرسة HCCS- بارك سلوب بالذكرى السنوية 13 الثالثة عشرة لتأسيسها وقد تمت تسميتها كمدرسة تستحق مكافأة ومدرسة عالية الأداء من قبل وزارة التربية التعليم بولاية نيويورك لعدة سنوات.

وفي حال الحصول على الموافقة، فسوف تفتح المدرسة أبوابها في العام الدراسي 2019-2020 وسوف تتضمن ثلاث صفوف دراسية لرياض الأطفال والصف الأول 1. وستضيف المدرسة صف دراسي كل عام وصولاً إلى مرحلة الروضة وحتى الصف الثامن.

التسجيل المستهدف

طالب 150	1-روضة	2019-2020
طالب 225	2-روضة	2020-2021
طالب 300	3-روضة	2021-2022
طالب 375	4-روضة	2022-2023
طالب 450	5-روضة	2023-2024
طالب 525	6-روضة	2024-2025
طالب 600	7-روضة	2025-2026
طالب 675	8-روضة	2026-2027

نحن نريد رأيك!

قم بزيارة WWW.HCCSDH-NYS.ORG لتعرف المزيد وتعطينا رأيك

HELLENIC CLASSICAL CHARTER SCHOOL

DYKER HEIGHTS

A PROPOSED CHARTER SCHOOL

APPLYING TO NY STATE EDUCATION DEPARTMENT

APPLYING - AUGUST 2018 | TARGET OPENING – FALL 2019

MISSION

The Hellenic Classical Charter School – Dyker Heights (HCCS-DH) will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, 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.

LOCATION

District 20 – Dyker Heights

BASED ON SUCCESS

HCCS - Dyker Heights is based on the successful Hellenic Classical Charter School located in Park Slope. HCCS - Park Slope is celebrating its 13th anniversary and has been designated a Reward School and High Performing School by The New York State Education Department for multiple years.

If approved, the school will open in 2019-2020 school year with three Kindergarten and 1st grade classes. The school will add a grade each year to reach Kindergarten through 8th grade.

TARGET ENROLLMENT

2019-2020 | K-1 | 150 students
2020-2021 | K-2 | 225 students
2021-2022 | K-3 | 300 students
2022-2023 | K-4 | 375 students
2023-2024 | K-5 | 450 students
2024-2025 | K-6 | 525 students
2025-2026 | K-7 | 600 students
2026-2027 | K-8 | 675 students

SHOW YOUR SUPPORT FOR HCCS – DH!

VISIT WWW.HCCSDH-NYS.ORG TO LEARN MORE AND SIGN OUR PETITION

June 5, 2018

Christina Tettonis, Principal
Hellenic Classical Charter School
645 5th Avenue
Brooklyn, New York 11215

Dear Ms. Tettonis,

I write in support of your proposal to open the Hellenic Classical Charter School Dyker Heights (HCCS-DH), which would be a public charter school in our great neighborhood dedicated to providing students with a rigorous education that readies them for the future and empowers them for success.

Ensuring that the children of our borough have access to an environment that supports their educational and personal growth is important to the strength of our local community. By creating this new school – which will implement a strong curriculum that includes Greek and Latin language classes, as well as didactic instruction and Socratic questioning (Paideia) – students will receive a stimulating education that will support their intellectual, social, and emotional growth to prepare them for a prosperous future.

The children in our communities are part of the next generation of innovators, teachers, business people and politicians, and we need to make sure that they have access to the education and training that will help them succeed. It's important that we provide increased school options that empower our children, foster critical thinking skills, and focus on creating a well-rounded classroom.

The school's proposed mission of providing a high-quality education through multifaceted and integrative learning is a valuable and productive endeavor, and I fully support your work to open the Hellenic Classical Charter School Dyker Heights. This is a historic opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Sincerely,

Daniel M. Donovan, Jr.

Daniel M. Donovan, Jr.
Member of Congress

CHAIRMAN
CIVIL SERVICE & PENSIONS
SELECT COMMITTEE ON SCIENCE, TECHNOLOGY INCUBATION AND ENTREPRENEURSHIP
COMMITTEE MEMBER
AGING
CODES
FINANCE
HEALTH
INSURANCE
INVESTIGATIONS & GOVERNMENT OPERATIONS
VETERANS, HOMELAND SECURITY & MILITARY AFFAIRS
REPRESENTATIVE
MTA CAPITAL REVIEW BOARD

THE SENATE
STATE OF NEW YORK

MARTIN J. GOLDEN
VICE CHAIR, MAJORITY CONFERENCE
Senator, 22nd District

ALBANY OFFICE:
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LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2730
FAX. (518) 426-6910
DISTRICT OFFICE:
7408 5TH AVENUE
BROOKLYN, NEW YORK 11209
(718) 238-6044
FAX. (718) 238-6170
E-MAIL ADDRESS:
GOLDEN@NYSENATE.GOV
WEBSITE:
GOLDEN.NYSENATE.GOV

Mr David M. Frank
Executive Director, Charter School Office New York State Education Department EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing in support of the Hellenic Classical Charter School's (HCCS) proposal for the creation of a new charter school within the confines of Brooklyn's Community School District 20.

Established in 2005, HCCS provides students in grades kindergarten through eight with a rigorous classical education that is rich in challenging content. The school instructs all students using the Core Knowledge curriculum and supplements all instruction with the classical study of the Greek and Latin languages, as well as history, art, and other cultural studies. The school uses didactic instruction, coaching and Socratic questioning (Paideia), and prepares their students intellectually, socially, and emotionally to gain entry to and succeed in the best high schools in New York City.

Among the School' s accolades are the following:

- HCCS has been designated a High Performing Reward School by the New York State Education Department in 2015, 2016, 2017 and 2018.
- HCCS ranks among the top charter schools in New York City for exceeding targets in: Student Achievement, Rigorous Instruction, Collaborative Teachers, Supportive Environment, Trust, & Effective Leadership.
- Their eighth graders graduate and continue their education at top NYC high schools,including specialized, screened, public and Catholic schools.
- HCCS was described as "... a model of integration" by Politico, published by the New York & Center for NYC Affairs (10/26/16).

Given their record of achievement in operating the HCCS located in Park Slope. I am confident in their ability to deliver the same level of quality education to the children of District 20. I enthusiastically endorse their application.

Sincerely,

Martin J. Golden
State Senator

NICOLE MALLIOTAKIS
Member of Assembly 64th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Governmental Employees

COMMITTEES
Banks
Corporations, Authorities & Commissions
Transportation
Ways and Means

Christina Tettonis
Principal
The Hellenic Classical Charter School
646 Fifth Avenue
Brooklyn, NY 11215

July 2, 2018

Re: Application of Hellenic Classical Charter School Dyker Heights (HCCS-DH):

To whom it may concern,

I am pleased to support the application of the Hellenic Classical Charter School Dyker Heights (HCCS-DH). HCCS-DH will be modeled after the very successful HCCS Park Slope (HCCS-PS) in Community School District 15, which I have had the privilege to visit on numerous occasions. HCCS-DH will be able to promote the educational success of students in Community School District 20 if approved.

In addition to having my support, the school has received positive reviews from the media. According to *Politico* and the *NYC Affairs*, Hellenic Classical Charter School, is a "model of integration." HCCS has also been featured in *New York City's Best Public Pre-K and Elementary Schools Parent Guide* by Hemphill and Raschka.

It has also been designated as a Reward School and High Performing School for the last four consecutive years by The New York State Education Department. HCCS ranks among the top charter schools in New York City for exceeding targets in Student Achievement, Rigorous Instruction, Collaborative Teachers, Supportive Environment, Trust, as well as Effective Leadership.

As one of Brooklyn's elected officials, I support Hellenic Classical Charter School Dyker Heights' application. I am confident that this school will build upon the educational strengths of its District 20 School, fill a void in the Dyker heights community, and serve as an outstanding educational facility for those I represent.

Sincerely,

Nicole Malliotakis
Member of Assembly, 64th District

DISTRICT OFFICE: 11 Maplewood Place, Staten Island, New York 10306 • 718-987-0197, FAX: 718-987-0863
DISTRICT OFFICE: 7408 Fifth Avenue, Brooklyn, New York 11209 • 718-987-0197, FAX: 718-987-0863
E-mail: malliotakisn@assembly.state.ny.us

OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

ERIC L. ADAMS
President

July 6, 2018

David Frank
Executive Director
Charter School Office at New York State Education Department
89 Washington Avenue
Albany, New York 12234

Re: Letter from Borough President Adams in support of Hellenic Classical Charter School Dyker Heights (HCCS-Dyker Heights)

Dear Executive Director Frank:

Nelson Mandela once said that "Education is the most powerful weapon which you can use to change the world." As Brooklyn's borough president, I am committed to empowering our young people by providing them with quality educational opportunities and tools that will help them succeed. That is why I am writing to express my support for Hellenic Classical Charter School (HCCS)'s application to replicate and create the new Hellenic Classical Charter School Dyker Heights (HCCS-Dyker Heights).

Community School District 20 (CSD 20) is home to a number of high performing schools, many of which struggle with severe overcrowding. Opening HCCS-Dyker Heights would alleviate this overcrowding, while also provide its diverse student body with a rigorous education enriched in the study of Greek and Latin languages as well as tools to help them develop critical thinking skills and grow into independent and successful adults.

Brooklyn's children are the next generation of leaders. It is vital that we ensure they have the best access to high-quality education so that they can go out and be successful in the world. I support the effort to open HCCS-Dyker Heights.

Sincerely,

Eric L. Adams
Brooklyn Borough President

ELA/es

Brooklyn Borough Hall 209 Joralemon Street , Brooklyn, New York 11201 718/802-3700 Fax 718/802-3522 www.brooklyn-us

Founded 1928

DYKER HEIGHTS CIVIC ASSOCIATION

INCORPORATED

1072 Eightieth Street • Brooklyn, New York 11228
www.dykerheightscivicassociation.com

OFFICERS

President
Fran Vella-Marrone

1ST Vice President
Mafalda DiMango

2ND Vice President
Gussie Sichenze

Corresponding Secretary
Jo Ann Di Meglio

Recording Secretary
Gloria Calicchia

Treasurer
Sandy Vallas

Board of Governors
John Adesso
Joanne Bonitsis
John Bruno
Dan Carollo
Ann J. Festa
Gerard Kassar
James Murray
Ilene Sacco

Historian
Christian Zaino, MD

August 2, 2018

Dena Capetanakis
Special Events Coordinator
Hellenic Classical Charter School
646 5th Avenue
Brooklyn, NY 11215

Dear Ms. Capetanakis:

On behalf of the officers and members of the Dyker Heights Civic Association, I would like to express our support of the replication application of Hellenic Classical Charter School Dyker Heights (HCCS-DH).

The Dyker Heights Civic Association is one of the oldest Civic Associations in Brooklyn and we have long supported our local educational institutions.

The education of our children is paramount to the success of our community. As such, we believe that the students of Dyker Heights as well as all those in Community School District 20 will greatly benefit from the highly successful HCCS model.

We look forward to welcoming you to our community.

Sincerely,

Fran Vella-Marrone
President

DEMOCRACY IN ACTION

The Civic Association is the level where people function in Government.

BAY RIDGE
FEDERAL
CREDIT UNION
Truth in Lending

1750 86th Street • Brooklyn, NY 11214
Phone: 718-680-2121 • Fax: 718-680-9888
www.brfcu.org

June 1, 2018

Christina Tettonis
Hellenic Classical Charter School
646 5th Avenue
Brooklyn, NY 11215

Dear Mrs. Tettonis,

It brings me great pleasure to write this letter in support of the application for the Hellenic Classical Charter School (HCCS) Dyker Heights in the hopes of helping more children. It gives me great pleasure to hear about the school's expansion plan.

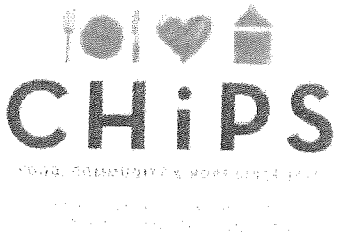
As President & CEO of Bay Ridge Federal Credit Union, we members are always looking for individuals and institutions who can effectively impact the wellbeing of the students of New York City. Our long-term partnership has allowed me to see first-hand how your educational model is so successful. I stand proudly at graduation and watch the students leave their second home and take what they have learned at HCCS and go out to conquer the work.

As a parent of three children who have either attended or are attending HCCS, I have seen how you transformed my students from young children into confident, intelligent young men and women who are well prepared and ready to contribute to the community.

I see a strong ally in our work to improve the lives and educational outcomes of Brooklyn youth. Good luck and please take your existing model and continue to change the lives of children for the better!

Respectfully,

Anthony K. Grigos,
President/CEO



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Christina Tettonis
Hellenic Classical Charter School
646 5th Avenue
Brooklyn, NY 11215

Dear Mrs. Tettonis,

I proudly write in support of the Hellenic Classical Charter School's application. This new school would provide students with a rigorous education enriched in the study of Greek and Latin languages that would prepare them for a successful future.

Your school provides a diverse student body the opportunity to become critical thinkers and independent and successful citizens. As a frequent visitor to your school, I have witnessed the wonderful work you and your entire staff do for children. By replicating your proven, successful model, you will be able to accommodate your substantive waiting list and help touch the lives of more students in Brooklyn.

Our children are the next generation of leaders and we need to ensure they have access to high quality education so they can go out and succeed in the world. We in the community are always looking for individuals and institutions that will help better our neighborhoods and that is why I fully support your work to open The Hellenic Classical Charter School Dyker Heights.

Sincerely,

Denise Scaravella

Denise Scaravella
CHiPS
Executive Director

Christina Tettonis
Hellenic Classical Charter School
646 5th Avenue
Brooklyn, NY 11215

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Sincerely,

Janice Lebby

Janice Lebby
Parent of Two Current Hellenic Classical Charter School Students

KerryAnn M. Williams
627 East 80th Street,
[redacted]

June 21, 2018

Dear New York State Department of Education,

I am delighted to write this letter of recommendation for the Hellenic Classical Charter School, a school dedicated to providing all students with the educational foundation necessary to succeed both in school and in life by continuously setting high standards that are reflected in what is taught both in and out of their classrooms.

My name is KerryAnn Williams, parent of Chelsea Etienne, who has been proudly attending this school since kindergarten and is now in the 8th grade. She has successfully been accepted to her first-choice selections for both public and Catholic schools due to her enriched academic experience at the Hellenic Classical Charter School.

The Hellenic Classical Charter School has submitted a proposal to open a second elementary school and I support this decision wholeheartedly. Here are the reasons why:

ENRICHED ACADEMIC CURRICULUM
The Hellenic Classical Charter School creates an atmosphere that is conducive to learning using challenging experiences in the form of extracurricular activities, which has developed Chelsea as a well-rounded person and has resulted high scores on her standardized tests. In addition, the smaller class sizes they offer allowed my daughter to consistently meet and exceed academic benchmarks on all school projects and activities, as well as helped her develop in weak areas and advance her strengths. She has had the opportunity to take the math, science, and language Regents exams in the 8th grade, while being exposed to the uniqueness of Greek culture and language which is offered to students from grades K-8, as well as Latin, which is offered to the 6th and 7th grade.

PARENT INVOLVEMENT
The Hellenic Classical Charter School's model is built on open communication between parents and administration, and they make it a priority to involve parents with frequent parent-teacher meetings, social events, and participation in fundraising initiatives. This has allowed me to play an integral part in my child's education. The icing on the cake is that they treat my daughter and me like family, which has helped us feel supported and confident in her environment. This, in turn, has helped strengthen our personal relationship.

DEDICATED TEACHERS
The teachers' dedication is my main reason for allowing Chelsea to continue her attendance at this school; her instructors are both qualified and passionate about their subjects. Her teachers serve as great role models; they have always given her lots of support and encouragement, which has motivated her to do her best at all times. Her teachers are always readily available to provide her with extra help and challenge her to be at her best.

SAFE ENVIRONMENT
I am confident in Chelsea's safety every day at school. Over the years, I have never experienced an incident in which I felt that her safety was compromised. The Hellenic Classical Charter School has a reputation for maintaining high standards in the areas of discipline and respect, and their low staff-to-student ratios allow for more effective observation and control within their school grounds. They have cultivated a culture built on a strong sense of community and family, which discourages dangerous behavior on school grounds. I support this approach 100%.

COMMUNITY/FAMILY ENVIRONMENT
Chelsea has had an awesome learning experience at the school and that is, in part, because her learning environment is motivating, supportive, and nurturing. She has easily made friends and has always felt like her friends and teachers were her second family. This has helped her significantly develop her networking skills, which will be extremely important as she continues to progress in life.

EXTRACURRICULAR ACTIVITIES
Chelsea's academic experience is the number 1 priority at the Hellenic Classical Charter School, but they also understand that for her to really excel, it is critical for them to place a strong focus on a well-rounded education and encourage participation in extracurricular activities as well. They offer the opportunity to take trip to Greece; they have a variety of sports teams; they have a state-of-the-art technology department, an amazing music studio, and a marching band—all of which has helped stimulate Chelsea's learning experience, thereby motivating her to learn and develop her skills, and has made her eager to attend school every day.

To teach children the skills they need in an ever-changing world, I highly recommend that the Hellenic Classical Charter School should have the opportunity to open an additional school. This will offer students a unique academic experience, which will create a positive, productive academic experience for children of all backgrounds. The Hellenic Classical Charter School goes beyond offering the mandatory subjects, which allows students to thrive in a supportive environment and build independence, while also gaining unique skills that fit their learning style and prepare them for the future.

Should you have any questions regarding this letter, do not hesitate to contact me at the above number and email address. Thank you for taking the time to read this letter.

Endorsed Parent,
KerryAnn Williams

KA Williams

HCCS Petition of Support
SEND
QUESTIONS
RESPONSES 251
251 responses
SUMMARY
INDIVIDUAL
Accepting responses
Sign Our Petition
251 responses
I support the opening of this school.
100%

Comments or Questions for Us:

39 responses

What an amazing idea! We are 100% behind you!
Q: Since we live in Dyker Heights and Violeta has a little sister who will begin Kindergarten in the Fall of 2019, could they possibly both be a part of this new school?
Q: Will this be a K-8 school?

I'm so excited to share our amazing school experiences with families in new communities. Our family absolutely loves HCCS.

My daughter will be attending kindergarten in sept 2018 at the park slope location. Of course district 20 would be an excellent idea and close to a lot of parents homes!

My daughter will be attending hccs in park slope in September if this petition gets approved will there be a chance to move the child to the district 20 hccs location?

Great school! Best of luck!

HCCS would be an absolute asset to the Dyker Heights community or anywhere in the school district for that matter!!!

This would be an amazing addition to the community, and wonderful opportunity for so many new students in the future.

AWESOME NEWS!!! Get outdoor space

Attachment 3

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS COURSE DESCRIPTIONS

Course Descriptions	
Course	Description & Curriculum Materials
Reading Workshop	The objective of reading workshop (by way of Balanced Literacy) is to help students become avid and skilled readers as well as inquirers. Performance assessments and learning progressions are used to monitor and accelerate progress and to support teachers in planning literacy rich content area instruction. Students read lots of texts with high comprehension in order to move up levels of text complexity. The workshop is structured for students to read independently daily for a minimum of 20-30 minutes. The reading curriculum provides students with a balance of reading literature and informational texts throughout the year. Each grades curriculum includes units which are entirely devoted to supporting students in reading to learn, through nonfiction reading. In addition, multiple reading units, such as Historical Book Clubs, Social Issues Book Clubs, Interpretation Text Sets and others provide opportunities to read across genres within a unit. The curriculum for these units supports students in learning to grasp big ideas and concepts and life lessons as well as information related to specific topics through focused studies. These units also support students in reading to acquire and use academic and domain specific vocabulary. During Reading Workshop students develop comprehension skills and fluency skills by learning multiple strategies effective readers use. The teacher demonstrates using the strategies, explicitly or through think alouds and students practice and apply these strategies during guided practice with a partner and subsequently during independent reading. Individualized support is provided by the teacher during conferences or in small groups. This individualized support is constantly modified as students and teachers assess the student's progress towards reaching specific goals previously set. Teachers assess informally during the mini lesson, conferences and small group work and assess formally three times a year using the Fountas and Pinnell Assessments. Teachers aim to develop a passion for reading in their students by encouraging students to select books that interest them. End of unit celebrations include verbal and digital presentations which further enhances the "reading culture" of the classroom.
Read-Aloud	Read Aloud is another essential component of our primary and elementary classrooms. It is the best way to show children both how and why one reads. During Read Aloud the teacher models the reading process - what happens before, during and after we read books. Read Aloud provides students with opportunities to talk and respond to texts, gives students additional opportunities to practice learned skills and strategies and fosters a love of reading. Teachers demonstrate and model, through think alouds, the practices, strategies and habits of proficient readers. The Read Aloud is well planned by the teacher, strategically focusing on skills and strategies students are learning in their respective units of study. The students converse with their peers and the teacher through turn and talk prompts the teacher has planned for. Books chosen for Read Alouds are usually of higher text complexity. The explicit demonstration of comprehension strategies and the vocabulary enrichment Read Aloud affords is also beneficial for English Language Learners and Students With Disabilities.
Shared Reading (K-2)	Shared Reading is an interactive reading experience where students join in or share the reading of a book or other text. The book/ text is visible to all readers. The teacher explicitly models the skills of proficient readers including reading with fluency and expression. In Kindergarten and Grade 1 Shared Reading is used to teach beginning reading concepts including phonemic awareness. It may include echo reading (students echoing the words after the teacher), choral reading, (students reading the same time as the teacher) or fill in the gap reading(teacher reading the majority of the text) and then pausing for students to fill in and say rhyming words, sight words or other predictable words in the story. In Grade 2 Shared Reading is used for fluency building, vocabulary development and

	comprehension building. During Shared Reading students focus on both the pictures and the text to make predictions and to generate meaning. A Shared Reading text is revisited among several days. Teachers prepare a lesson plan for the Shared Reading text concentrating on a separate focus for each day of the Shared Reading experience. During Shared Reading students learn to: track print from left to right and word by word, find letters and sounds in context, attend to concepts of print (spacing, capitalization, punctuation), predict and infer, build a sense of story, expand their vocabulary, including sight word vocabulary, build their reading fluency and enjoy to participate in reading with a high level of support.
Writing Workshop	During Writing Workshop students work as professional authors do. They move through the stages of the writing process and receive feedback that supports their growth as writers. The Writing Workshop gives students the opportunity to live, work and learn as writers. They observe their lives and the world around them while collecting, drafting, revising, editing and publishing narrative and expository texts. Students receive direct instruction in a mini lesson, in which the teacher explicitly names a skill proficient writers use that is within reach for the majority of the students. The teacher demonstrates the skill in her own piece of writing or directs students' attention to a mentor text that demonstrates that specific skill. The teacher then provides students some guided practice in a shared piece of writing or in their own writing piece. Students then have time to write, applying the repertoire of skills and strategies they have learned, while receiving feedback through one to one conferences and small group instruction designed to move them along trajectories of development. Teachers and students use the Pre-k - 8 standards aligned learning progressions in narrative, opinion and information writing to engage in formative assessment, offer high level purposeful feedback and to accelerate growth as students monitor themselves. Checklists in all genres of writing are also used for self-monitoring and for setting tangible goals to work on. Peer editing is also a major component of writing workshop, beginning in First grade. Writing begins in Kindergarten as students practice generating stories orally. They then use pictures and labels to communicate their stories. Kindergarten students then progress into more complex stories as they plan and write stories with a beginning, middle and end. As students move up the grades, their writing builds on the previous year's writing. Writing becomes more complex and expressive as students write longer narrative, persuasive and expository pieces. By third grade, students are writing sophisticated essays in all genres. Students in grades 3-5 work to master the components of a strong essay and to incorporate craft moves from their favorite authors into their writing. By middle school, students writing reflects multiple perspectives and demonstrates writing for a specific audience. They deepen their understanding of the writing process as they write powerful, effective and meaningful essays that demonstrate empathy and life lessons.
Math Workshop	Math workshop is driven by the vision for all students to have access to high quality, engaging mathematics instruction. The Go Math curriculum offers students opportunities to learn important mathematical concepts, skills and procedures with understanding. Students are encouraged to be flexible and resourceful problem solvers. Alone or in groups and with access to technology, they work productively and reflectively with the skilled guidance of the teacher. Teacher modeling and constant practice helps students learn to communicate their ideas and results effectively. During Math workshop students learn new math content, practice math strategies in a variety of ways and reflect on learning through verbal or written sharing. The format of math workshop is similar to that of reading and writing workshop. The mini lesson /launch is a brief inquiry based investigation and gathering of data on what students already know about a specific mathematical idea. The teacher poses a mathematical representation, story problem or math task that invites students' perceptions, investigations, and/ or explorations reflective of the mathematical goals of the lesson and to activate students' prior

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS COURSE DESCRIPTIONS

	knowledge. The teacher then introduces a strategy, modeling and/ or providing a think aloud on a specific math concept. Students then are provided time for guided practice as they work individually or with a partner on the specific concept. During independent work time students work on a problem or activity individually or collaboratively, (with manipulatives if warranted) participate in small group/ partner games to practice the skill or focus on a more inquiry type of practice to find answers. During independent work time, the teacher is making observations of learning, taking notes on student progress and thinking how to group students based on needs. The teacher also conferences with individual students, reteaches a skill specific students struggle with or gives enrichment lessons for students who are in need of a challenge. The last 5 minutes of the workshop are for students to share what they have learned, their different approaches to solving and their reflections of the lesson or their work. Math workshop teaching includes; the selection of meaningful tasks that occur within students' zone of proximal development and that are connected to what students need to know conceptually and be able to do procedurally, and questions that push students to think and that promote substantive discourse among students and the teacher. The curriculum is aligned to the State Standards and the standards for Mathematical Practice. We use EngageNY to complement our Go Math curricular resources.
Science	Science instruction is structured on a hands-on, interactive level which allows for students to engage with scientific content and units of study aligned with the NYC PK-8 Science Scope & Sequence using *HMH Science Dimensions*. Students are provided with opportunities to engage with science and to actively explore, investigate, hypothesize, in addition to participating in experiments to assist in their understanding and development of core scientific ideas, concepts and "natural phenomena". Students are taught to use the scientific method for scientific inquiry. Instruction focuses on exposing students to the process skills that allow for scientific inquiry such as observing, classifying, inferencing, predicting along with collecting and interpreting data in a cohesive matter. Students are exposed to content and scientific concepts with the components promoted through the PK-8 Scope & Sequence. The Science curriculum is integrated with the components of science and engineering practices that engage students in the planning and creation of investigations, cross-cutting concepts such as cause and effect and disciplinary core ideas that touch upon units of study in physical, life and earth/space sciences. Students are given the opportunity to explore their own scientific inquiry through annual Science Fairs and experiments imbedded in units of study. Science instruction follows the workshop model. Science curriculum incorporates and is enhanced through outside Field Trips and partnerships with organizations. STEM is also a vital component to the science curriculum which provides students with multiple facets of learning and experimenting. STEM based learning projects, along with field trips align with science curriculum and units of study.
Social Studies	Social Studies curriculum is driven by the following objectives: students understanding and making sense of the world we live in, students making connections between major ideas and their own lives and students seeing themselves as active members of a global community. The NYC DOE program Passport to Social Studies, provides the resources for our students to gain knowledge of content but to also engage them in historical thinking. We encourage our students to think like historians, to raise questions, think critically, consider many perspectives, and gather evidence in support of their interpretations. These real world skills help prepare our students to be participating citizens of a democracy. The units also align with the New York State K-8 Social Studies Framework and the practices of Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning, Economics and Economic Systems and Civic Participation. Each unit of study is guided by essential questions that engage students in historical thinking. Additionally, focus questions support the crafting of specific lesson plans for each unit of study. The focus questions are aligned with the unit goals and objectives. Teachers adapt and customize

	lessons to meet individual student needs. Documents, trade books and primary sources support rigorous instruction and student inquiry. Writing is a daily practice in Social Studies and the same content area rubrics and checklists used in ELA are used by teachers and students in Social Studies. Performance tasks, formative assessments and seminars are used to assess students. In Kindergarten - Grade 2, students begin with developing an awareness of self in the world, then as an individual, part of the school community and the family community. Finally students develop an understanding of the neighborhood with New York City as an urban center of diverse neighborhoods. Activities and lessons are designed to: (1)foster classroom community so that students develop an understanding of group life that requires sharing and responsibility, (2)support foundational understandings of civic engagement as students acknowledge and respect the diversity of their friends and their classmates and (3) nurture curiosity and problem solving skills. In Grades 3-5 students begin to analyze and explain multiple perspectives or issues within or across time periods, events or cultures. Introduction to World Geography and World Communities begins in Grade 3 with case studies of World Communities that reflect diverse regions of the world. In Fourth Grade students learn American History from Native Americans to the American Revolution. They learn about government, immigration, industrialization and the Western Movement. Fifth grade concentrates on the Western Hemisphere and includes Early Societies, European Exploration and the Western Hemisphere today. Activities and lessons are designed to nurture inquiry and critical thinking as students investigate enduring themes of people and events that have shaped our world.
Visual Arts	Art instruction is cross-curricula and exposes students through various and broad forms of art, art periods and types throughout history. Students complete works of art that are representative of the artists studied and expose students to the major artistic contributions of diverse cultures, history, religion and philosophy. Art is introduced to lower elementary students through the Arts Residency program *Studio in a School*. Projects align with curricular units and may center on current learning topics in science, social studies or Greek. Throughout the upper elementary grades, instruction is centered on the elements of art, such as lines, color, shapes and then transitions into the study of watercolors and principals of design such as monochromatic drawings. Artistic studies focus on artists such as Henry Matisse, Alexander Calder and Nellie-Mae Rowe that heighten learning and allow students to make real connections to the art they develop in the classroom setting. Art instruction also allows for real-world connections where students are provided opportunities to express themselves, their feelings and reflect on societal issues such as bullying. Field trips to places such as the MET (Metropolitan Museum of Art) are planned in collaboration with the art and classroom teachers.
Physical Education	Physical Education provides students with the opportunity to participate in physical activity that is essential to maintain a healthy body and life, and enhancement of their psychological well-being. Students' participate in such activities that promote competitive and cooperative games, which will develop students' skills of cooperation, collaboration as well as fairness, empathy, sportsmanship and respect for others. Students will have opportunities to work constructively with others to accomplish group or team activities. The objective of physical education is to increase student understanding of physical activity, sports and games as a way to comprehend cooperative and competitive behaviors and develop/enhance leadership skills and problem solving. Instruction in physical education combines and integrates fundamental skills that allow for students to self-assess and understand the relationship between physical activity and maintaining a healthy life-style. The curriculum is structured to address five elements of physical education: Health Related Fitness, Individual Athletic Activities, Team Physical Activities, Dance and Cooperative games.
Music	The objectives of music instruction will expose students to the elements of music, rhythm, melody and harmony. Students learn how to read music, identify different types of music and

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS COURSE DESCRIPTIONS

	understand the variety of musical settings such as in theater, opera, ballet, marching bands and orchestras. Instruction in music will include the identification of musical instruments, key musical elements, and allow for students to distinguish musical genres. In grades K -2 music instruction will follow the Carnegie Hall Musical Explorers curriculum which exposes students to Rhythmic diversity, music history, singing, melody and harmony. Field trips to Carnegie Hall to view professional musical performances in the Winter and Spring are aligned in the program. Students in grades 3 through 5 continue to explore musical history, elements of music and studies of musicians through biographies. Students are taught pitch, rhymes, and genre exploration. Within the curriculum, students are also provided instruction in instruments such as the recorder, guitar and drums.
Technology	Technology will be incorporated and embedded into all content areas and curricula. Instruction on developing the skills required to use technology effectively are taught beginning in kindergarten. Through the use of IPADs, students in grades K through 2 acquire skills based on technological standards at the end of each grade level. Students in grades 3 through 5 use technology to enhance learning, conduct research, receive instruction and practice skills/concepts taught through computer based programs such as math-enrichment programs such as IXL. STEM is also incorporated into technology education and students in grades K through 5 are instructed in "Coding". Students participate in "Hour of Code" which provides students the opportunity in delve deeper into computer science and building computer competencies.
Greek Language & Culture	Enrichment through Greek Language instruction beginning in kindergarten follows the workshop model and reinforces the continuity between content area instruction and the instructional model of teaching. Greek instruction is developed for grades K through 2 with the lens of the acquisition of essential phonological and the phonemic awareness needed to begin the mastery of the Greek language. Strategies used in the instruction of Greek are similar to those used during Shared Reading instruction. Such strategies may include echo reading (students echoing the words after the teacher), choral reading, (students reading the same time as the teacher) or fill in the gap reading(teacher reading the majority of the text) and then pausing for students to fill in and say the correct word in Greek. As students move throughout the grades, instruction is based on the building of simple vocabulary, alphabet recognition and phrases. As students' progress in the area of Greek, students receive language instruction based on level of proficiency. Students learn to decode, read, write and have dialogue in Greek on their level of competency to ensure student engagement and comfortability with the language. To support the acquisition of this second language, students are provided opportunities for conversation in class, participate in games and practice Greek through school performances. Materials from the Greek Ministry of Education will be incorporated. Greek literature, history, art, music and folk dance are integral to the curriculum and allow for students to understand the Greek culture. Through the study of Aesop's Fables and Mythology, students will gain an understanding of how the Ancient Greeks created a wealth of compelling stories that explain the mysteries and complexities of the world and also allow for students to make real word connections and relate myths to their lives today. Through instruction in Greek culture, students are exposed to the historical and cultural life of the Greek nation through the ages. It allows for the development and cultivation of historical events, connections and historical evolutions. Students are provided with the opportunity to become involved in with historical subject/topics which facilitates interest in research.

Note: Socratic seminars (part of the Paideia method) are used in all subjects as they teach critical thinking and communication skills which are essential to students' success across content areas.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS STUDENT AND TEACHER "DAY IN THE LIFE"

A "Day in the Life" of a Teacher

* Greets the principal who is at the door, signs in, greets office staff, reads notices posted on board and checks mailbox.
*Gathers and prepares materials and resources needed for the learning experiences planned for the day.
*Checks for any e-mails or messages parents may have sent.
*Checks in with support staff that will be servicing students in his/her class to review the goals of the day.
*Greets and chats with students during pick up from morning line up.
*Monitors and checks in with students as they proceed through their morning routine like a well-oiled machine.
*Quickly takes attendance and has it sent to the office.
*After guiding students through the Pledge of Allegiance and School Song and making a few announcements, the teacher gathers his/ her students to the carpet to begin the workshop lesson.
*Generates interest and motivates students, making connections to social-emotional learning targets
*Communicates a clear teaching point and writes it on the whiteboard or smartboard.
*Demonstrates/ models a specific strategy aimed at supporting students to gain a related skill.
*During ELA, Science or Social Studies, uses mentor texts or mentor pieces that he/she or others have written.
*Monitors the class to ensure engagement by all
*Guides students through an active engagement where they try the strategy taught, individually or with a turn and talk partner.
* Rotates the carpet area to assess while the students actively engage with the strategy and to listen in on partner talk
*Validates what a few students demonstrated during the active engagement and shares out to the class or has the students share out
*Creates a chart with the students reflecting the strategies and skills of the unit or adds to an existing chart
*Restates the teaching point to ensure clarity.
*Delivers clear directions as sending the students off to do independent work
* Reminds the students the goals of the unit and the support systems they have access to
*Conferences with individual students and sets a tangible goal with them. While conferencing he/she also gives the student specific strategies to help achieve the goal. Then leaves the student motivated to learn.
*Works with small groups in either a strategy lesson or a guided reading/writing lesson. Teacher leaves those students with goals as they go off to work independently.
*Teacher assesses for accuracy and fluency
*Administers running records and uses the data provided to move students forward.
*Checks and monitors students' reading baggies to ensure they are supportive of respective students' needs.
*Checks reading logs and looks for any red flags.
*Maintains a well- organized library conducive for student learning and independence

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS STUDENT AND TEACHER "DAY IN THE LIFE"

*Plans for and delivers interactive Read-alouds
*Plans for and instructs using Shared Reading
*Plans and organizes literacy and math centers.
*Facilitates literacy and math centers.
*Teacher listens for and assesses through accountable talk.
* Now it is time for lunch, teacher escorts his/her students to the cafeteria and now will go have their own lunch in either the Teacher's Lounge or classroom
*Plans for and facilitates Paideia Seminars or oversees as students facilitate Paideia Seminars
* Through the use of technology to enhance instruction
*Collaborates with the science coach to plan hands on experiments and investigations.
*Meets and collaborates with grade level teacher team member to create lesson plans that follow the standards and are tailored to their students' level of cognitive ability and interests.
*Uses the shared Google drive to look at instructional resources or upload additional resources.
*Uses PerformancePLUS to create assessments, extract and evaluate data and to create visuals to use during drill downs.
* Prep time- students have Greek instruction and students break into their respective groups.
* During prep time, the teacher does the following depending on the schedule of the day:
* Meets with instructional coaches to look at data , conduct drill downs and plan next steps of instruction for targeted groups.
*Meets with instructional coaches to discuss curriculum and understand the "big ideas" of upcoming units.
*Meets with grade band teams and support staff for a PLC .
*Meets with AIS /Spec Ed teachers to discuss their students' IEP goals and next steps.
*Participates in peer reviews
*Helps student problem solve when faced with conflicts, using SEL language and building resiliency
*Checks homework
*Assigns homework
*Makes parent phone calls to acknowledge achievement and growth and to voice immediate concerns.
*Collaborates with grade team teacher to plan trips connected to their curriculum.
* It is now time for dismissal- the teacher makes final announcements, checks in with students to ensure they have all the necessary materials to complete homework, lines-up his/her students and escorts them to their designated dismissal area.

A "Day in the Life" of Third Grade Student

* The student arrives at school and is greeted with a big smile and a warm "Good Morning" by the principal who is standing outside the building.
* The student proceeds to morning line up where he/she has the opportunity to chat with his peers and has the option of eating a hot breakfast
* Student is greeted by his or her teacher who has come to pick up their class from arrival.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS STUDENT AND TEACHER "DAY IN THE LIFE"

*Upon lining up outside the classroom, he/she listens to specific directions from the teacher; i.e. "place book order forms in the yellow bin, please hand me any signed permission slips , after you unpack please work on the Math problem of the day. "...
*As student enters the class, the teacher greets them by his/her name and asks what they did last night or over the weekend.
*Student unpacks, places homework , folders and notebooks in the designated areas and sits at his/her seat to work on the math problem written on the smart board.
*Student confers with the other students in his/her table group about the problem and sees that although he/she arrived at the same answer his/her friend did they solved it differently.
*As student waits for other students to finish he/she goes to the library to shop for leveled books as this is his/her designated book shopping day.
*Student looks for a specific book recommended by his/her reading partner. He/she chooses 3 books at his/her independent level and 1 on his/her instructional level that he or she interested in and places them in his/her book Baggie.
*student goes back to his/her seat and listens as other students share out their strategy for solving the math problem and then shares out his/hers'
*In Reading workshop, student sits next to his/her reading partner on the carpet as he/she watches and listens to his/her teacher as they demonstrates a strategy for inferencing. He/she listens as teacher reads an excerpt from the mentor text; *Because of Winn Dixie* and then thinks aloud about what the character says and does. After hearing an explicit explanation of the strategy he/she tries it with his/her partner after the teacher reads another excerpt from the book. He/she listens as teacher shares out some of the partner discussions she/he heard. During Independent Reading time he/she reads from his/her independent reading level book and tries to use the strategy he/she just learned, to make inferences about the main character in his/her book. He/she is also working on his/her goal of holding on to information by stopping after a few pages to summarize.
While reading, the teacher calls him/her to the conference table or area and asks him/her how his/her reading is going. He/she explains what he/she is working on. After reading a little and summarizing the teacher gives him/her a new goal; to stop and summarize after each chapter.
*In Writing workshop, she/ he is excited to work on his/her opinion piece. He/she is writing about a character he/she is reading about in his/her Independent Reading book. During the mini lesson he/she watched as the teacher demonstrated on his/her writing piece how to write an interesting introduction to hook the reader. He/she practiced a few introductions in his/her writing notebook on the carpet and shared with his/her partner. His/her partner gave him/her a good idea that he/she can't wait to use in his/her piece. During independent writing he/she choose the introduction he/she likes best and continues on his/her piece. The teacher calls him/her to a group where the teacher gives a quick lesson on paragraphing. He/she edits his/her piece while in the small group and after the teacher's acknowledgement and a reminder in a post it he/she goes back to his/her seat to continue working on his/her piece. After he/she puts his/her writing notebook away, he/she goes to the carpet where the teacher restates how to write great introductions, reads a few student examples and excites them about tomorrow's lesson.
* In Math Workshop he/she is learning about multiplication. They are working on multi-step word problems, At the carpet, the teacher reminds them what they have been learning about and yesterday's lesson. He/she listens as the teacher presents them with a real world math problem.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS STUDENT AND TEACHER "DAY IN THE LIFE"

He/she looks at the problem solving protocol chart to remind himself/herself what he/she needs to do first.
After listening to some students answering a few key questions and to the teacher as she/he thinks out loud and demonstrates the steps to solving the problem he/she shares with his/her teacher and the class his/her way of solving the problem. He/she then works with his/her partner to solve another word problem provided by the teacher. During independent work time, he/she works collaboratively with his/her group on a real world math problem the teacher has written out on chart paper. Students in his/her group disagree on how to solve it and the group decides to try both ways. He/she volunteers to share out when it's his/her groups turn to present.
*In Physical Education, he/she is very excited to change into his/her gym clothes. After their warm ups of running laps and jumping jacks they sit in a circle in the middle of the gym. They are learning about basketball. Today they are learning how to bounce pass . He/she watches as the teacher demonstrates with a few volunteers how and when to bounce pass . He/she works in a triad as he/she practices bounce passing. Afterwards he/she gets to practice the skill in a quick scrimmage game.
*In Science, they are learning about buoyancy. Today they will be conducting an experiment on sinking and floating, At the carpet, he/she listens as the teacher reviews what they have been learning about and yesterday's lesson. He/she also listens to the instructions for conducting the experiment. He/she is the materials gatherer for his/her group. He/she gathers all the materials and works together with his/her group forming aluminum boats and filling them with pennies while in water. After some mishaps, the group finally succeeds in forming a boat to hold a number of pennies. He/she discusses with his/her group and the teacher what he/she came to understand as a result of doing this experiment.
* It's lunch time and he/she can't wait to sit with his/her friends. They eat quickly so they could be called to play knock hockey or play games with his/her classmates.
* In art he/she is making clay sculptures of Greek gods. He/she has been learning about the different gods of Greek mythology in his culture class. He is making the god Poseidon . He/she has a picture available to him/her that he/she has been using to represent all the details. The teacher has taught him/her what to do if the clay gets too dry.
* In Greek, he/she is learning the words for the different rooms in a house and the vocabulary for the furniture in those rooms. After a demonstration from the teacher he/she works independently on a diagram of his/her home and labels all the parts accordingly. He/she doesn't remember how to write the word for "kitchen" and he/she asks his/her peer for help. They go look on a chart together and find the word.
He/she shares his/her diagram with his/her group and listens to others share theirs.
*In Social Studies, she/he is having a Paideia Seminar on a map of Mexico. They have been learning about Mexico and its geography. He/she has been given the role of tracking who is using accountable talk other than " I agree" "I disagree". During the seminar he/she comes to a better understanding of the importance of the Rio Grande River and its impact on the country.
*It's time to pack up. He/she gathers his/her books, makes sure he/she has copied his/her homework, has his/her folder and reading log , chats with his/her friends and lines up for dismissal.

Attachment 3b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

2nd Grade

	SEPT.-OCT	NOV-DEC	JAN.-FEB	FEB.-MAR	April-May	May- June
Reading Workshop	Second Grade Reading Growth Spurt (Book 1) Reference the first grade Tools for Solving Words chart during word solving lessons Growth Spurt Word Detectives 1st Grade Chart First Grade Tools for Solving and Checking Hard Words	Becoming Experts Reading Nonfiction (Book 2) Note: continue to use lessons from Readers Have Big Jobs to Do as needed for whole group and small groups	Studying Characters and Their Stories (If/Then or First Grade Book 4)	Bigger Books Mean Amping UP Reading Power (Book 3)	Reading Nonfiction (If...Then…)	Series Book Clubs (Book 4)
Mentor Texts						
Writing Workshop	September/Oct Lessons from the Masters (Book 1) *use Make Your Stories Come Life chart from first grade and put in MLs for these strategies as needed *put writing portfolio pieces in their folders *include spelling charts to start the year *use pens to cross out	How to Guide to Nonfiction Writing (Book)	Writing Gripping Fictional Stories (If Then, and make up own TPs for fantasy) Realistic Fiction then Fantasy	Poetry: Big Thoughts Small Packages (Book 4)	Lab Reports and Science Books (Book 2)	Writing About Reading (Book 3)

Attachment 3b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

Mentor Texts	*Owl Moon* by Jane Yolen *Shortcut* by Dan Crewes	*Tigers* by Valerie Bodden *Knights in Shining Armor* by Gail Gibbons		Collected Poems by Shel Silverstein *Curious Critters* by David FitzSimmons *Old Elm Speaks: Tree Poems* by Kristine O'Connell George		*Forces and Motion* *What Are Simple Machines?* *Matter!*
Math	Chapter 1: Number Concepts Operations and Algebraic Thinking: Number and Operations in base ten *How do you use place value to find the values of numbers and describe numbers in different ways?	Chapter 2: Number and Operations in base ten *How can you use place value to model, write, and compare 3 digit numbers. Chapter 3: Operations and algebraic thinking. *How can you use patterns and strategies to find sums and differences for basic facts.	Chapter 4: Operations and algebraic thinking- Number and operations in base ten. *How do you use place value to add 2digit numbers, and what are some different ways to add different numbers? Chapter 5: Number and Operations in base ten-Operations and algebraic thinking. *How do you use place value to subtract 2digit numbers with and without regrouping?	Chapter 6: 3-Digit Addition and Subtraction Number and Operations in Base Ten *What are some strategies for adding and subtracting 3-digit numbers? Chapter 7: Money and Time Measurement and Data *How do you use the values of coins and bills to find the total value of a group of money, and how do you read times shown on analog and digital clocks?	Chapter 8: Length in Customary Units Measurement and Data. *What are some of the methods and tools that can be used to estimate and measure length? Chapter 9: Measurement and Data *What are some of the methods and tools that can be used to estimate and measure length in metric units?	Chapter 10: Measurement and Data *How do tally charts, picture graphs, and bar graphs help you solve problems? Chapter 11: Geometry *What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes?
Fluency skill	Add/Subtract within 20 Add/Subtract within 100					
Manipulatives	**Math Board** **Connecting cubes**	**math board** **counting tape**	**math board** **counting tape**	**MathBoard** **Connecting cubes**	**MathBoard** **Color Tiles**	**MathBoard** **Connecting cubes**

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

	counting tape **base ten blocks**			**Base-Ten blocks** **MathBoard** **Play coins** **Counting Tape**	**Counting Tape** **Colored Pencils or crayons** **Paper strips** **Rulers children made** **Inch ruler** **MathBoard** **Base-ten unit cubes** **Counting tape** **10 centimeter strips** **Centimeter rulers** **Meter sticks**	**Bags** **Counting Tape** **MathBoard** **Set of 3D shapes** **Counting Tape** **Rulers** **Red, blue, and green crayons** **Color tiles** **Straight edge (i.e. ruler)**
Social Studies	Communities and NYC	Communities and NYC and famous Landmarks	Native Americans	Government/NY Government	Immigration	NYC today
Science	**Earth's Materials** (DIRT) How do different materials affect the make up of the Earth?	**Earth's Materials**	**Forces and Motion** What causes objects to move? Flight/gliders/roc	**Forces and Motio**n	**Plants**	**Plants**

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

			kets			
Gym	· Building routines · Focus: Fitness Education Curriculum Model · Students will be able to: ○ Understanding the importance of being physically active § Understand how the cardiorespiratory system works. (Heart and lungs) § Identify the different muscles and components of the musculoskeletal system. (Muscles and bones) ○ Recognize the significance of eating healthy. § Lesson focus: Active Eating - Nutrition, food group, Go foods vs. Slow foods § Students will develop nutrition plans · Fitness Gram Pacer test 1st assessment	· Focus: Social Development Curriculum Model ○ Affective Domain – Building teamwork, sportsmanship Lessons focus: Group games	Focus: Skill Development Curriculum Model ○ Psychomotor Domain – Overhand throw, Underhand throw, Catching, hand eye coordination, running form, hopping, skipping, galloping, balance	Focus: Sports Education Model ○ Football – rules, strategy, throwing, catching, Fitnessgram Pacer test Mid-year Assessment ○ Basketball – rules, dribbling, passing, layups, shooting,	Focus: Sports Curriculum Model ○ Soccer – rules, history, kicking, dribbling, passing, group games	Focus: Sports Curriculum Model ○ Kickball – rules, kicking, gameplay ○ Baseball – Swinging, hand eye coordination, rules, history Fitnessgram Final assessment · Group Games – Field day prep
Music	Singing in Major/ minors - understanding the difference	Carnegie Kids Program / winter Performance	Music History/ Singing - Melody and Harmony	Carnegie Kids/ Rhythmic diversity	Recording Project intro - How does the recording process work?	Class Recording Projects
Art	What is Art? Elements of Art: Line,	Principles of Design Monochromatic	3D Paper Sculpture	Storyboards	Watercolor Pop-Up Books	Portfolio Development

Attachment 3b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

	Color, Shape Anti-Bullying Posters	drawings Collage and cut-out Art Artist Study: Henri Matisse	Artist Study: Alexander Calder		Artist Study: Nellie Mae Rowe	
Trips *STEM trips				*March. - Intrepid		
CKCC	Rules and Reminders Unique Mind your manners	Identify Feelings Self Esteem Problem Solving Self Management	Gratitude Philanthropy	Stress Management Effective Communication Friendship Teasing Bullying	Taking Care of the Earth and School Decision Making Taking Responsibility For Own Actions	Personal Hygiene Healthy Eating Exercise

	SEPT.	**OCT.**	**NOV.**	**DEC.**	**JAN.**	**FEB.**	**MAR.**	**APRIL**	**MAY**	**JUNE**
Assessments	Fox in the box F&P Math beginning of year				F&P Math mid year	**t**			Fox in a Box F&P Math end year	

STEM Topic:
Map out: Launch Date
Research
Activities/Experiments
Projects

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

5th Grade

	SEPT./OCT.	OCT./NOV.	NOV./DEC.	JAN./FEB.	MARCH	APR/MAY	MAY/JUNE
Reading Workshop	Interpretation Book Clubs: Analyzing Themes (Book 1) Interpretation Book Clubs	Tackling Complexity: Moving Up Levels of Nonfiction Book 2) Tackling Complexity User Guide *subscribe to class magazine (Time for Kids)	Reading Differently to Get Ready to Write about Your Reading Reading Differently Curricular Calendar	Argument and Advocacy: Researching Debatable Issues (Book 3) Argument & Advocacy User Guide	Test Prep Unit	Reading in the Content Areas (Curricular Calendar) Content Area Reading User Guide	Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4) Fantasy Book Clubs
Mentor Texts	*Home of the Brave*	*Exploding Ants* *When Lunch Fights Back*	*Missing May*	*Little House on the Prairie* *Nory Ryan*	*Huck Finn*	*Tale of Despereaux*	Harry Potter and the Sorcerer's Stone *Bud, Not Buddy*
Writing Workshop	Narrative Craft (Book 1) Narrative Craft User Guide	Journalism (Curricular Calendar) Journalism User Guide	Literary Essay: Opening Texts and Seeing More (Book - new last year) Literary Essay User Guide	The Research-Based Argument Essay (Book 3) Argument & Advocacy Essay User Guide	Test Prep Unit	The Lens of History: Research Reports (Book 2) History Research Report User Guide	Fantasy Writing (Curricular Calendar) Fantasy Writing User Guide
Mentor Texts	"Eleven"- Sandra Cisneros		*"Shells"- Every Living Thing*				

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

Math	- Unit 1 -Place Value, Multiplication, and Expressions -Unit 2 -Divide whole numbers	-Unit 3 - Add and Subtract Decimals -Unit 4 - Multiply Decimals	Unit 5 - Divide Decimals Unit 6 - Add and Subtract Fractions with Unlike denominators	Continue Unit 6 - Add and Subtract Fractions with Unlike denominators Unit 7 - Multiply Fractions Unit 8 - Divide Fractions Unit 9 - Algebra Patterns and Graphing	Unit 10 - Convert Units of Measure Unit 11 - Geometry and Volume	TEST PREP	Step up to sixth grade unit
Fluency skill	Multi-digit multiplication						
Manipulatives							
Social Studies	-Bill of Rights	-Washington and Adams Presidency -Peace Project	Westward Expansion part 1 -Daniel Boone -Jefferson/Louisiana purchase. -Lewis and Clark/Sacagewea -Tecumseh/Tippacanoe -Manifest Destiny -War 1812 -Missouri	Westward Expansion part 2 -Jackson -Trail of Tears -Native Americans -Erie Canal -Oregon Trail Westward Expansion part3 -Alamo -Texas	Westward Expansion part3(cont) -Mexican American War -Homestead Act Westward Expansion part 4 -Gold Rush -Pony Express	Westward Expansion part 4 (cont) -Telegraph -Transcontinental Railroad -Westward Expansion Board Games	Pre-Civil War Civil War

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

			Compromise -Monroe Doctrine				
Science	Unit 1 - Earth -4 proofs Earth is round -Why Earth spins -Layers of the Atmosphere -Weather -Ozone Layer -Global Warming	Unit 2 -Weather -Measuring temperature -Weather Map -Graphing Temperature and Air Pressure Pressure:barometer & isobar maps - humidity & dew point	Unit 2 Weather Cont- -Wind -Climate -land and sea breeze -lab Unit 3-Earth's Layers Tectonic Plates -Pangaea -Earthquakes -Volcanoes	Unit 4 - Weathering & Erosion -Physical & Chemical Weathering -Erosion -Deposition Unit 5 - Minerals -Properties -Identifying Minerals -Lab Unit 6 - Rocks -Igenous -Sedimentary - Metamorphic -Rock Cycle	Unit 7 - Oceans -Sea vs Oceans -Zones -Ocean Floor -Tide -Resources	Unit 8 - Coral Reefs -Types -Coral Bleaching -Animals	Continue - Unit 8-Coral Reefs Resources Presentations
Gym	· Building routines · Focus: Fitness Education Curriculum Model · Students will be able to: ○ Understanding the importance of being physically active § Understand how the cardiorespiratory system works. (Heart and lungs) § Identify the	· Focus: Social Development Curriculum Model ○ Affective Domain – Building teamwork, sportsmanship Lessons focus: Group games	Focus: Skill Development Curriculum Model ○ Psychomotor Domain – Overhand throw, Underhand throw, Catching, hand eye coordination, running form, hopping, skipping, galloping	· Focus: Sports Education Model ○ Football – rules, strategy, throwing, catching, tournament play Fitnessgram Pacer test Mid-year Assessment ○ Basketball – rules, dribbling, passing, layups,	· Focus: Sports Curriculum Model ○ Soccer – rules, history, kicking, dribbling, passing, group games, tournament play	· Focus: Sports Curriculum Model ○ Kickball – rules, kicking, gameplay ○ Baseball – Swinging, hand eye coordination, rules, history, game play ○ Volleyball – Overhand serve, underhand serve, set pass, bump pass, gameplay	· Focus: Sports Curriculum Model ○ Ultimate Frisbee – throwing catching a Frisbee, rule, gameplay · Fitnessgram Final assessment · Group Games – Field day prep

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

	different muscles and components of the musculoskeletal system. (Muscles and bones) ○ Recognize the significance of eating healthy. § Lesson focus: Active Eating - Nutrition, food group, Go foods vs. Slow foods § Students will develop nutrition plans · Fitness Gram Pacer test 1st assessment			shooting, tournament play			
Music	Music History/ Elements of Music: Reading Pitch and Rhythms	Music History/ elements of Music: Genre exploration	Music History/ elements of Music: How songs are "Built"	Intro to Guitar: Parts of Guitar/ Technique/ How to identify	Guitar Level 1 - Song Studies/ 1 string songs	Guitar Level 2- Multiple string Songs	Recording Project - Building a Song With Guitars/ Percussion/ Harmony and Melody
Art	What is Art? Why is it Important? Elements of Art Anti-Bullying Campaign Artist Study: Banksy. Barbara Kruger	Principles of Design Value Scales and Color Mixing	Watercolor Seascapes and Landscapes Artist Study: Edward Hopper, J.M.W. Turner, Claude Monet	3D Design Found Object Sculpture Artist Study: Jim Dine, Mr. Imagination, Bessie Harvey	Clay Pinch Pots with Animalistic Features Art Study: Chinese Terracotta warriors; ancient Greek vases; Ancient Egyptian sculpture	Printmaking Monoprints Artist Study: Andy Warhol, Albrecht Durer	Portfolio Development
Trips *STEM trips							

Attachment 3b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS OPTIONAL CURRICULAR MATERIALS
Grades: 2nd and 5th

Paideia Seminars	*-Fly Away Home* *-Home of the Brace*	*-Child Labor around the World* *-Parasitic Relationships*	*-Encounter* *-Eleven*	*-Little House on the Prairie* -Cell Phone Debate	*-Nettie's Trip South* *-Henry's Freedom Box*	*-Tale of Despereaux* *-Coolies*	*-Harry Potter* *-Gettysburg Address*
Classics Read Alouds				*Little House on the Prairie*	*Huck Finn*		
*STEM Inquiry Topic:							

	SEPT.	**OCT.**	**NOV.**	**DEC.**	**JAN.**	**FEB.**	**MAR.**	**APRIL**	**MAY**	**JUNE**
Assessments	F&P Math beginning of year				F&P Math mid year				F&P Math end year	

*Map out: Launch Date
Research
Activities/Experiments
Projects

Attachment 3c

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS EXIT STANDARDS

SAMPLE 3rd Grade Exit Standards
English Language Arts
• 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. • 3R2. Determine a theme or central idea and explain how it us supported by key details; summarize portions of a text. • 3R3. In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. • 3R4. Determine the meaning of words, phrases, figurative language, and academic and content-specific words. • 3RF3. Know and apply grade-level phonics and words analysis skills in decoding words. • 3RF3a. Identify and know the meaning of the most common prefixes and suffixes. • 3RF3c. Decode multi-syllabic words. • 3RF3d. Identify, know the meanings of, and decode words with suffixes. • 3RF3e. Recognize and read grade-appropriate irregularly spelled words. • 3RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. • 3RF4a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. • 3RF4b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 3W1. Write an argument to support claims(s), using clear reasons and relevant evidence. • 3W1a. Introduce a claim, supported by details, and organize the reasons and evidence logically. • 3W1b. Use precise language and content-specific vocabulary. • 3W1c. Use linking words and phrases to connect ideas with categories of information. • 3W1d. Provide a concluding statement or section. • 3W2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. • 3W3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • 3W4. Create a response to text, author, theme or personal experience (e.g., poem, play, story, art work, or other).
Mathematics
• NY-3.0A. Represent and solve problems involving multiplication and division. • NY-3.0A.1. Interpret products of whole numbers. • NY-3.0A.2. Interpret whole-number quotients of whole numbers. • NY-3.0A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. • NY-3.0A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. • NY-3.0A.5. Apply properties of operations as strategies to multiply and divide. • NY-3.0A.6. Understand division as an unknown-factor problem. • NY-3.0A.7. Multiple and divide within 100.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS EXIT STANDARDS

- NY-3.0A.8. Solve problems involving the four operations, and identify and extend patterns in arithmetic.
- NY-3.0A.9. Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).
- NY-3.NBT. Use place value understanding and properties of operations to perform multi-digit arithmetic.
- NY-3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
- NY-3.NBT.2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- NY-3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.
- NY-3.NBT.4a. Understand that the digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones.
- NY-3.NBT.4b. Read and write four digit numbers using base-ten numerals, number names, and expanded form.
- NY-3.NF. Develop understanding of fractions as numbers.
- NY-3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line.
- NY-3.NF.3. Explain equivalence of fractions and compare fractions by reasoning about their size.

Science

- 3-PS2. Motion and Stability: Forces and Interactions:
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.
- 3-LS1. From Molecules to Organisms: Structures and Processes:
- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 3-LS2. Ecosystems: Interactions, Energy, and Dynamics:
- 3-LS2-1. Construct an argument that some animals form groups that help members survive.
- 3-LS3. Heredity: Inheritance and Variation of Traits:
- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

Attachment 4

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS DISCIPLINE POLICY

INTRODUCTION

Following in the steps of our sister school HCCS-Park Slope, HCCS-Dyker Heights (HCCS-DH) will implement School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) which encourages staff to actively engage in processes to assess and monitor students' senses of themselves and the school climate before problematic behaviors occur. To this end, HCCS-DH will establish comprehensive, school-wide restorative practices in order to improve relationships among all members of the learning environment and improve conflict resolution and crisis management. This approach to implementing SWI-PBIS places final accountability in the hands of school leaders but spreads responsibility for implementation across the entire school staff.

In coordination with SW-PBIS and restorative practices, and in order to ensure that an environment is created where teaching and learning can flourish, HCCS-DH will implement the following discipline policy that addresses 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 student's sign up for entry into the charter school. As such, students will be reassured about the type of classroom environment will be maintained in the charter school.

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. The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the charter school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the charter school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Where appropriate, school officials also will contact law enforcement agencies.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

A. **DEFINITIONS**

- **"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. **RECORDS OF STUDENT DISCIPLINE**

The charter School will maintain written records of all suspensions and expulsions.

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 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 as defined in penal law §
- Engage in gambling.
- 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 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.
- Drive recklessly on school property.
- Trespass on school property.
- 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 provide notice, in writing, to the student's parents or guardian that the student *may* be suspended from school. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents or guardian of the right to request an immediate informal conference with the principal. . 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 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, or marijuana on school property or at school events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when 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 found offensive.

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 (amended). The principal will refer a student under the age of sixteen who has been determined to have bought a weapon or firearm to school to a presentment except 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/Expulsion

When the principal determines that a long-term suspension may be warranted, she shall give reasonable notice to the student and the student's parents or guardian of their right to a formal suspension hearing. In extreme circumstances, the principal may expel the student from school. Notice and a hearing must be completed prior to the imposition of a long-term suspension or expulsion. Such notice shall include that, at the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The principal shall personally hear and determine the proceeding or may, in her discretion, designate a hearing officer to conduct the hearing. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and conclusions as to guilt or innocence and identify the appropriate measure of discipline, if any, to be imposed. Upon conclusion of the hearing, the principal shall provide the parents or guardian of the student with her final written decision. The principal's decision to impose a long-term suspension or expulsion may be challenged by the parent(s) 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. 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
Detention
Loss of School Privileges
In-School Short-Term Suspension
Suspension from School Transportation

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

F. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. [A student not specifically identified as having a disability but whose 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 disciplinary actions. The Charter School will comply with sections 300.519-529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event 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 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 ineffective or if there is a concern for health and safety of the student or others if the BIP is followed, 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 behavior, hypotheses as to why the problem behavior occurs and intervention strategies. 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 year for a total of eight days, such student will immediately be referred to the CSE of the students' district of residence for reconsideration of the student's placement. The CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

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 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 the goals of his or her IEP.

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.

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 provide 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.

Attachment 4a

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY STUDENT SCHEDULE

Kindergarten Sample Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 8:00 – 8:05	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge
Pd. 1 8:05 – 8:50	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics
Pd. 2 8:55 – 9:40	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Pd. 3 9:45 – 10:30	Math	Math	Math	Math	Math
Pd. 4 10:35 –11:20	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
Pd.5 11:25-12:10	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	**Chess**
Pd.6 12:15-1:00	**MUSIC**	**Physical Ed**	**Art** **Studio in a School**	**Competent Kids Caring Classrooms**	**Physical Ed**
Pd. 7 1:05-1:50	**GREEK**	**GREEK DANCE**	**GREEK**	**GREEK**	**GREEK**
Pd. 8 1:55-2:40	Science	Social Studies	Science	Social Studies	Science
Pd. 9 2:45-3:30	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack
Dismissal 3:35-3:45					

*Chess instruction from January to June every Friday

* Students nap every day from September to February in the afternoon

* Students have in-class movement on non gym days in the winter

* Students have recess every day in the spring

Attachment 4a

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY STUDENT SCHEDULE

3rd Grade Sample Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 7:30-8:00	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge
Pd. 1 8:05 – 8:50	Spelling/Grammar	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar
Pd. 2 8:55 – 9:40	Phys Ed	Reading Workshop	Library	Reading Workshop	Reading Workshop
Pd. 3 9:45 – 10:30	Reading Workshop	Phys Ed	Competent Kids Caring Classrooms/ Read Aloud	Writing Workshop	Writing Workshop
Pd. 4 10:35 –11:20	Writing Workshop	Writing Workshop	Writing	Music	Art
Pd.5 11:25-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
Pd.6 12:15-1:00	Math	Math	Math	Math	Math
Pd. 7 1:05-1:50	Science	Social Studies	Science	Social Studies	Math Centers/ Chess
Pd. 8 1:55-2:40	Greek	Greek	Greek	Greek	Greek
Pd. 9 2:45-3:30	Technology/ Math Centers	Scholastic News/ Read Aloud	Technology/ Math Centers	Technology/ Typing	Technology
Dismissal 3:35-3:45					

*Chess instruction from September to January every Friday

* Students have in-class movement on non-gym days in the winter

Attachment 4a

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY STUDENT SCHEDULE

5th Grade Sample Schedule

IME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 7:30-8:00	Arrival	Arrival	Arrival	Arrival	Arrival
Pd. 1 8:05 – 8:50	Math IXL	Reading Workshop	Math IXL	Reading Workshop	Wordly Wise/Reading
Pd. 2 8:55 – 9:40	Wordly Wise/ Reading	Reading Workshop	Phys Ed	Reading Workshop	Reading Workshop
Pd. 3 9:45 – 10:30	Reading Workshop	Science	Wordly Wise/Reading	Math	Math
Pd. 4 10:35 –11:20	Math	Math	Reading Workshop	Science	Social Studies
Pd.5 11:25-12:10	Phys Ed	Music	Math	Math IXL	Chess / Writing Workshop
Pd.6 12:15-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
Pd. 7 1:05-1:50	Greek	Greek	Greek	Greek	Greek
Pd. 8 1:55-2:40	Social Studies	Math IXL	Social Studies	Art	Math IXL
Pd. 9 2:45-3:30	Writing	Writing	Writing	Writing	Science
Dismissal 3:35-3:45					

*Chess instruction from September to January every Friday

* Students have in-class movement on non-gym days in the winter

Attachment 4b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY TEACHER SCHEDULE

Kindergarten Sample Teacher Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 8:00 – 8:05	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge
Pd. 1 8:05 – 8:50	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics	Morning Meeting Reading Workshop/ Phonics
Pd. 2 8:55 – 9:40	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Pd. 3 9:45 – 10:30	Math	Math	Math	Math	Math
Pd. 4 10:35 –11:20	**TEACHER LUNCH**	**TEACHER LUNCH**	**TEACHER LUNCH**	**TEACHER LUNCH**	**TEACHER LUNCH**
Pd.5 11:25-12:10	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	Recess/ Read Aloud & Rest	**Chess**
Pd.6 12:15-1:00	**Grade-Band Meeting (K-2)**	**Common Planning Meeting w/ELA & Math Coaches**	**Art Studio in a School**	**Competent Kids Caring Classrooms**	**Physical Ed**
Pd. 7 1:05-1:50	**PREP/ GREEK**	**PREP/ GREEK DANCE**	**PREP/ GREEK**	**PREP/ GREEK**	**PREP/ GREEK**
Pd. 8 1:55-2:40	Science	Social Studies	Science	Social Studies	Science
Pd. 9 2:45-3:30	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack	Investigative Play/ Snack
Dismissal 3:35-3:45					

Attachment 4b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY TEACHER SCHEDULE

3rd Grade Sample Teacher Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 7:30-8:00	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge	Arrival: Pledge of Allegiance and School Pledge
Pd. 1 8:05 – 8:50	Spelling/Grammar	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar
Pd. 2 8:55 – 9:40	**Common Planning/** Phys Ed	Reading Workshop	Library	Reading Workshop	Reading Workshop
Pd. 3 9:45 – 10:30	Reading Workshop	**Common Planning Meeting w/ ELA & Math Coaches**	Competent Kids Caring Classrooms/ Read Aloud	Writing Workshop	Writing Workshop
Pd. 4 10:35 –11:20	Writing Workshop	Writing Workshop	Writing	Music	Art
Pd.5 11:25-12:10	TEACHER Lunch	Lunch	Lunch	Lunch	Lunch
Pd.6 12:15-1:00	Math	Math	Math	Math	Math
Pd. 7 1:05-1:50	Science	Social Studies	Science	Social Studies	Math Centers/ Chess
Pd. 8 1:55-2:40	PREP/ Greek	PREP/ Greek	PREP/ Greek	**Grade-Band Meeting (3-5)**	PREP/ Greek
Pd. 9 2:45-3:30	Technology/ Math Centers	Scholastic News/ Read Aloud	Technology/ Math Centers	Technology/ Typing	Technology
Dismissal 3:35-3:45					

Attachment 4b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS SAMPLE WEEKLY TEACHER SCHEDULE

5th Grade Sample Teacher Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival 7:30-8:00	Arrival	Arrival	Arrival	Arrival	Arrival
Pd. 1 8:05 – 8:50	Math IXL	Reading Workshop	Math IXL	Reading Workshop	Wordly Wise/Reading
Pd. 2 8:55 – 9:40	Wordly Wise/ Reading	Reading Workshop	**Common Planning Meeting w/ ELA & Math Coaches**	Reading Workshop	Reading Workshop
Pd. 3 9:45 – 10:30	Reading Workshop	Science	Wordly Wise/Reading	Math	Math
Pd. 4 10:35 –11:20	Math	Math	Reading Workshop	Science	Social Studies
Pd.5 11:25-12:10	**Common Planning/** Phys Ed	Music	Math	Math IXL	Chess / Writing Workshop
Pd.6 12:15-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
Pd. 7 1:05-1:50	PREP/ Greek	PREP/ Greek	PREP/ Greek	PREP/ Greek	PREP/ Greek
Pd. 8 1:55-2:40	Social Studies	Math IXL	Social Studies	**Grade-Band Meeting (3-5)**	Math IXL
Pd. 9 2:45-3:30	Writing	Writing	Writing	Writing	Science
Dismissal 3:35-3:45					

Attachment 4c

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS PROPOSED FIRST YEAR CALENDAR - 2019-2020

2019

Monday, August 26	Professional Development - All Staff reports – 8:30 AM
Monday, September 2	School Closed for Labor Day
Tuesday, September 3	Kindergarten Orientation Day – 9:30 AM
Wednesday, September 4	First Day of School – All students Kindergarten Dismissal – 11:30 AM
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 Veteran's Day
Thursday, November 28 & Friday, November 29	School Closed for Thanksgiving
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
Friday, April 10 – 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

Table 1: Applicant Group Additions and Deletions

Created: 08/07/2018 • Last updated: 08/14/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? No

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

Attachment 5b

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS BY-LAWS

ARTICLE I: NAME

The name of the Corporation is the Hellenic Classical Charter School Dyker Heights (hereinafter "the School").

ARTICLE II: MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the Trustees of the School (hereinafter the "Trustees") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively, except that no current employee of the school or spouse of an employee of the school may serve as a voting or non-voting member of the Board.

3. Term of Office.
   a. The term of each Trustee shall continue for three (3) years. There is no limit to the number of terms a Trustee may serve.
   b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
   d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
   e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

4. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be located at 646 Fifth Avenue, Brooklyn, New York 11215 the place the Board has selected by resolution of a majority of its members. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate, provided however that the location of any board meeting shall comply with the requirements of the Open Meetings Law.

B. Annual Meeting. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular meetings inclusive of the June Annual Meeting shall be held at least once every calendar month each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice to Trustees. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided at least ten (10) days in advance of the meeting.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the requirements of the Article 7 of the Public Officers Law.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. . Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing (including Skype) may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee and an Education Committee.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
   a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;
c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation's money, assets, or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care, i.e. a transaction which is part of a public or charitable program of the School, if the transaction is approved or authorized by the Board in good faith and without unjustified favoritism and results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Principal, or Treasurer. In the instance that that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars ($50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

F. Interpretation of Charter. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

_____

Secretary of the School

Attachment 5c

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS CODE OF ETHICS

The Board of Trustees ("the Board") of the Hellenic Classical Charter School Dyker Heights (hereinafter "HCCS" or "HCCS-DH" or "the School") recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board of Trustees and the School's staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of HCCS' goals and objectives. The Board also recognizes its obligation to set forth a code of ethics under the provisions of the General Municipal Law.

The Trustees, officers and employees of HCCS-DH shall at all times be in compliance with the following:

1. The Board of Trustees will conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee will be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

3. The Board of Trustees and the school will not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

4. Any Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification will make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure will include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person will be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

5. Trustees representing any entity proposing to conduct business with the charter school will disclose the nature and extent of his or her relationship with the entity.

6. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school will serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision will not apply to the following:

   a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
   b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school; or

c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

7. In no instance will a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

8. Trustees, officers, or employees of any entity will hold no more than 40 percent of total seats comprising the Board of Trustees.

9. Trustees will avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee will write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

10. Trustees will make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Other than solicitation of donations to HCCS DHor another not-for-profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly accept any gift from any person associated with HCCS DHin any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. A Trustee, officer or employee shall not accept or receive any single gift or privilege in connection with HCCS DHworth $50 or more, or gifts from the same source having a cumulative value of $50 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given..

12. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

13. No Trustee, officer or employee shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No Trustee, officer or employee shall, after the termination of service or employment, appear before the Board or any committee of the Board in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Conflict of Interest Policy

No Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). Any Trustee, Officer, key employee, or committee member having

an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. The minutes of the Board meetings shall contain:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if the contract or transaction results in a direct or indirect financial benefit to him or her and if he or she has authority over the contract or transaction as a result of his or her position.

No Trustee, officer, employee or committee member shall
(i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars ($50) or more under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part;
(ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests;
(iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or
(iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

All Trustees, officers and employees of HCCS-DH will be given a copy of the Code of Ethics upon commencement of their association with HCCS.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS HIRING AND PERSONNEL POLICIES AND PROCEDURES

Job Descriptions

Superintendent

Responsibilities

- Ensure adherence to law and all school policies, under direction of the Board of Trustees
- Oversee the schools' instructional, strategic and operational plans and ensure schools are fulfilling their unique missions
- Maintain ultimate responsibility for effectiveness of staff and operations as well as the achievement of students
- Directly hire, evaluate and supervise the Principals and the COO
- Provide leadership and support to the Principals in their duty to ensure effective teaching and learning
- Use student performance data to identify school-wide areas of need and oversee implementation plans to address school-wide performance gaps
- Create and maintain community partnerships that support the school mission
- Maintain a responsive and productive relationship with NYSED and NYCDOE
- Oversee all communications related to the Board of Trustees; Prepares agendas Board meetings; Attends all Board meetings (or plan for appropriate representation); Provides recommendations and consistent updates on the performance of the schools - instructionally, operationally, and fiscally - to the Board of Trustees

Qualifications

- At least five years teaching experience, at least five years experience as a principal, and at least five years of Charter School experience
- Demonstrated knowledge and/or experience in school administration, including supervision/management and student/staff expectations
- Proven organizational development and leadership skills
- Excellent interpersonal and problem solving skills

Principal

Responsibilities

- Provide leadership, professional development and direction to staff
- Hire, evaluate, and terminate staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal reports to chartering entity
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning
- Report to Superintendent and provide necessary support to him/her as requested

Qualifications

- Minimum of 3 years working in the elementary and/or middle school environment as a principal or other administrator

- Knowledge of and experience with assessments, data-driven instruction, curriculum design
- Experience working with academic and operational staff and with diverse populations of students, parents and families
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance.
- Demonstrated successful teaching experience
- Exhibited leadership in working with professional staff, students, and the community;
- Knowledge of Special Education processes and procedures

Chief of Operations

Responsibilities

- Serves as second-in-command to Superintendent
- Oversees all non-instructional staff; hire, evaluate, and terminate staff
- Manages for all administrative (non-instructional) matters, including, but not limited to procurement, payroll, building operations, and all reporting requirements
- Creates and manages the school budget with the Principal
- Ensures proper budgeting, accounting, auditing, and financial planning
- Ensures appropriate internal controls, processes and procedures for all non-academic aspects of the Schools' operation, including, but not limited to, check writing, financial transactions, procurement and inventory, negotiating and administering third party contracts, budget, financial auditing, food services, transportation services and banking
- Oversees all human resources
- Maintains contact between the schools and the consulting individuals and organizations with regards to financial, operational, administrative and compliance matters.

Qualifications

- At least 5 years of experience as a successful school Director of Operations
- Demonstrated successful financial management experience
- Exhibited leadership in working with professional staff, students, and the community
- Demonstrated success in encouraging parental involvement.
- Familiar with Excel, Word, QuickBook software.

Director of Operations

Responsibilities

- Operates under the direction of and supports the Chief of Operations
- Implements human resources functions under the oversight of Chief of Operations
- Coordinates all financial and administrative transactions, including but not limited to, the collection of various data and finalization of all reporting requirements;
- Coordinates all grant opportunities including the federal consolidated application
- Ensure accurate and timely completion of required reports including budget, annual audit, and reports related to accountability and the schools' authorizer(s)
- Ensures proper budgeting, accounting, auditing, and financial planning
- Enforces all internal controls, processes and procedures

- Oversees procurement and inventory

Qualifications

- Certified Public Accountant (CPA) preferred
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as Director of Operations;
- Demonstrated successful financial management experience;
- Familiar with Excel, Word, QuickBook software

Operations Manager

Responsibilities

- Operates under the direction of and supports the Director of Operations in all his or her responsibilities
- Oversees student recruitment and admissions process with the Director of Community and Family Engagement
- Procurement, payroll, building operations, and all reporting requirements
- Oversees school security procedures
- Managing postal operations
- Managing personnel-related records and activities
- Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date
- Distributing papers/information packs for all meetings organized by the school staff
- Ensures that school calendar is kept up-to-date with all conferences/meetings
- Overseeing the collection and maintenance of all student records, under the oversight of the Director of Operations, including entering data in ATS and the School's internal SIS.

Qualifications

- Demonstrated and successful record of prior employment in operations support.
- Familiar with Excel, Word, QuickBook software.

Dean of Academics

Responsibilities

- Provide leadership, professional development and direction to staff
- Administer scheduling, enrollment and curriculum
- Make formal reports to chartering entity
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Administer all academic areas for compliance with Federal and State guidelines
- Administer instructional, student records, and data management requirements
- Coordinate all professional development activities for faculty
- Establish links between home and school for all students

Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as Assistant Principal

- Demonstrated successful instructional, student records, and data management experience
- Exhibited leadership in working with professional staff, students, and the community
- Demonstrated success in encouraging parental involvement

Teachers

Responsibilities

- Maintain and enrich their expertise in scientifically based instructional methods
- Develop lesson plans that ensure the attainment of learning set forth in the charter
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction utilizing Paideia content and methodologies
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress
- Prepare monthly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Report directly to the Principal
- Perform other duties, as deemed appropriate, by the principal

Qualifications

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification
- For subject area teachers (i.e. art, music, physical education, middle school subject teachers), appropriate educational credentials in the subject in which they will teach.
- Demonstrated ability to engage the interest of children
- Demonstrated ability to work with diverse children, including those with special needs
- Teaching experience in a public or private school, preferably in an urban setting
- Demonstrated ability to work well with parents
- Willingness to be held accountable for student results

Special Education Teacher

Responsibilities

- Provide direct and indirect instruction using a multi-model approach
- Long and short-term planning addressing individual needs of students
- Evaluate students' progress
- Provide an inviting, exciting, innovative, learning environment
- Establish and maintain classroom management procedures
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process

- Effective consultation with parents, students, teachers, and administration
- Effective professional liaison between school and home when necessary
- Remain current on rules set forth in special education law and regulations
- Maintain privacy of student records and information

Qualifications

- Appropriate state certification as a special education teacher
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individual specific needs
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles

AIS Teachers

Responsibilities

- Provide direct and indirect English language arts or math instruction to identified students at-risk for academic failure
- Long and short-term planning addressing individual needs of students
- Evaluate at-risk students' progress
- Provide an inviting, exciting, innovative, learning environment
- Establish and maintain classroom management procedures
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process
- Effective consultation with parents, students, teachers, and administration
- Effective professional liaison between school and home when necessary
- Remain current on rules set forth in special education law and regulations
- Maintain privacy of student records and information

Qualifications

- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification;
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individual specific needs
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles

Greek Teacher

Responsibilities

- Manage the Greek studies program at HCCS-DH
- Provide leadership to Greek teaching staff members and arrange professional development and direction for them
- Participate in the placement of students in the Greek studies program, based on assessments of their abilities
- Facilitate parent education and involvement in the Greek studies program
- Coordinate the maintenance of instructional student records, and data management requirements for the Greek studies program

- Coordinate all professional development activities for Greek teaching staff members

Qualifications

- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification
- Demonstrated successful instructional, student records, and data management experience
- Exhibited leadership in working with professional staff, students, and the community
- Demonstrated success in encouraging parental involvement

Librarian

Responsibilities

- Manage the library collection, and media resources center
- Prepare lists of new books and media resources for acquisition, and with their procurement, carry out inventory control, and stacking procedures
- Periodically review the collection for out dated or damaged resource materials
- Provide direct and indirect library instruction to 8th grade students
- Teach library science using a multi-model approach
- Provide an inviting, exciting, innovative, learning environment
- Support all students and staff members, using the library for research
- Establish and maintain library environment management procedures
- Effective professional liaison between school and home when necessary
- Remain current on rules set forth in special education law and regulations

Qualifications

- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state certification
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individual specific needs
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles

Substitute Teachers

Responsibilities

- Provide short term substitute instruction for absent teachers, or those attending professional development activities
- Provide support as needed for the presentation of Greek instruction
- Provide long term substitute instruction for teachers on extended leave; When providing long term substitution
  - Develop lesson plans
  - Coordinate lesson plans with other teachers
  - Provide direct and indirect instruction utilizing Core Knowledge and Paideia content and methodologies;
  - Long and short-term planning addressing individual needs of students;
  - Prepare monthly individual student achievement reports for parents;
  - Evaluate students' progress;

- Prepare students adequately for all required assessments
- Engage in effective and appropriate classroom management

Qualifications

- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state certification
- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- Demonstrated ability to work with diverse children, including those with special needs
- Teaching experience in a public or private school, preferably in an urban setting;

Teaching Assistant

Responsibilities

- Work with teachers to address the individual needs of students
- Provide an inviting, exciting, and innovative, learning environment
- Use materials effectively and keep lesson focused on objective
- Keep students on task and give feedback about performance
- Other duties as may be determined

Qualifications

- Must be a high-school graduate (college credits preferred)
- A minimum of 2 years of successful experience as an aide in a classroom setting, child-care setting, or equivalent
- Demonstrated ability to communicate and work effectively with staff and parents
- Demonstrated ability to work with a diverse student population

Guidance Counselor

Responsibilities

- Coordinate guidance activities with teachers to maximize possibilities to reinforce student knowledge on an interdisciplinary basis
- Manage the school's prevention/intervention program related to student behavior
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate students' behavioral progress
- Support effective and appropriate classroom management, and manage school-wide behavior management

Qualifications

- Demonstrated expertise in elementary and middle school guidance practices, as evidenced by personal skills and knowledge or an undergraduate major or minor or graduate degree in guidance
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state certification
- Demonstrated communication skills
- Demonstrated ability to engage the interest of children

- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work well with parents

School Aides

Responsibilities

- Work with teachers to address the individual needs of students
- Provide an inviting, exciting, and innovative, learning environment
- Use materials effectively and keep lesson focused on objective(s)
- Keep students on task and give feedback about performance
- Other duties as may be determined

Qualifications

- High-school graduate (college degree preferred)
- A minimum of 2 years of successful experience as an aide in a classroom setting, child-care setting, or equivalent
- Demonstrated ability to work with a diverse student population

ESL Teacher

Responsibilities

- In addition to the responsibilities under the "Teachers" section above, provide English Instruction to limited English proficient students
- Develop and implement instructional lessons based on student's proficiency level using standards-based curricula; analyze student progress to identify areas for improvement
- Attends training and professional activities to improve/maintain knowledge of ESL

Qualifications

- In addition to the qualifications under the "Teachers" section above, experience working with limited English proficient students and demonstrated ability to improve student outcomes

Youth Development Coordinator

Responsibilities

- Assist the Guidance Counselor with the school's youth development program
- Be a presence in the halls throughout the building during the school day; provide lunchroom duty; supervise after school detention
- Assist with long and short-term planning addressing developmental needs of students
- Assist students' behavioral progress through peer mediation and similar activities
- Support effective school-wide behavior management

Qualifications

- Demonstrated expertise in youth development work, as evidenced by personal skills and knowledge, or an undergraduate major or minor or graduate degree in subjects related to support for youth
- Demonstrated communication skills
- Demonstrated ability to engage the interest of children
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work effectively with students, teachers, staff and parents

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS HIRING AND PERSONNEL POLICIES AND PROCEDURES

Director of Family and Community Engagement

Responsibilities

- Facilitate family education and involvement
- Conduct community outreach related to student recruitment as well as community awareness of the school
- Coordinate and oversee all school events involving students, families, community members and/or staff
- Support the Operations Team with public relations activities
- Develop, implement and monitor a strategic plan for family and community engagement
- Work with school administrators and district personnel to resolve parent concerns
- Develop and implement partnerships with community-based organizations and cultural institutions to further the school mission
- Liaise with political entities and governmental agencies on behalf of the school

Qualifications

- Three to five years of successful experience in educational or non-profit outreach and/or event-planning
- Understanding of community dynamics and environment
- Excellent verbal and written communication skills

IT Specialist

Responsibilities

- Under the supervision of the COO, maintain IT plans and policies
- Provides staff with on-site support, including: investigating, troubleshooting, and resolving hardware, software, network, and instructional technology support
- Oversee IT security policies and practices, ensuring digital safety of all students and families
- Provide input on need for software/hardware; support implementation of new technology

Qualifications

- 3 years of related technology experience
- Understanding of technology hardware, including desktop computers, laptops, tablets, smart phones, printers, projectors, smart boards, and scanners, and understanding of
- instructional technologies, databases, and software used at the school
- Ability to apply critical thinking skills in creating solutions to technical issues

Administrative and Business Administrative Staff

Responsibilities

- Assist in purchasing of supplies and materials; assisting with special activities, such as awards and Student of the Month; collect data required for the preparation of business reports to the chartering entity and other appropriate bodies; answer phones; welcome parents, children, and guests to the school; filing, including management of document

archiving and organization and maintenance of common files (both hard copy and electronic format); other duties, as assigned.

- General Staff: be present of Board of Trustee meetings, take, prepare and distribute minutes of those meetings; maintain attendance records; assist in purchasing, transportation, travel arrangements, and field trips; perform scheduling duties;
- Business: Assist the Director of Operations with requisitions, pay roll, and management of in-coming supplies and materials; maintain payroll records

Qualifications

- Demonstrated organizational skills
- Prior experience in an receptionist/administrative assistant position

Custodian

Responsibilities

- Maintain a clean, will organized facility at the school;
- Distribute supplies, learning materials, and other resources entering into the building, and remove supplies, learning materials and other items no longer of use at the school

Qualifications

- Prior experience in custodial operations
- Demonstrated ability to relate well to adults and children

Security Officer

Responsibilities

- Perform safety assurance duties, including periodic safety inspections
- Maintain physical safety records
- Interact with persons at the welcoming desk in the building entry regarding visitors to the school; welcome parents, children, and guests to the school

Qualifications

- Prior experience in physical safety operations
- Demonstrated ability to relate well to adults and children

Hiring Process for Staff

HCCS-DH recognizes that the quality of education offered in the school is directly related to the quality of its leadership and instructional staff. Under the direction of the Principal, with consultation and consent of the Superintendent and the Board, the School will recruit highly qualified candidates to fill teacher positions and meet its educational needs. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the HCCS-DH mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. HCCS-DH teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and

hiring teachers, HCCS-DH will continue to comply with state laws and regulations regarding teacher certification.

The School will continue to establish a broad and diverse applicant pool for all vacant positions. It recruits teachers through a variety of means, which includes advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. HCCS-DH also leverages the relationships and experiences of Board members, staff and supporters to support its outreach, networking and teacher recruitment initiatives. HCCS-DH will continue to comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

HCCS DH' teacher hiring process will include the following five phases:

(1) Screening—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. HCCS-DH will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, HCCS-DH will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy;

(2) Interviewing—HCCS-DH interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. HCCS-DH has developed an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. Also, at the discretion of the Principal, candidates for teaching positions may be requested to provide a sample lesson and/or portfolio and may be asked to teach a demonstration lesson at HCCS-DH;

(3) Checking References—HCCS-DH has an absolute policy of calling references provided by the employee, as well as contacting former employers. The HCCS-DH Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. HCCS-DH will therefore implement a rigorous reference-checking policy;

(4) Offering Employment—HCCS-DH will offer employment through a job offer letter and, in most cases, a phone call. A job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. HCCS-DH will send candidates not selected an Applicant Rejection Letter; and

(5) Fingerprinting—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

Administrator Hiring Process

With the exception that the Board of Trustees and the Superintendent are responsible for hiring the HCCS-DH Principal, the hiring policies and procedures for administrators and other school employees are essentially similar to those for teachers. In the event that it becomes necessary to recruit and hire a new school principal, the school will implement a comprehensive outreach and selection process that includes advertisements in national newspapers and educational journals, extensive networking and/or use of regional and national educational search firms. Candidates for the Principal position will be screened extensively in a manner identical to that described above for teachers (e.g. employment application, review of résumés and background and reference checks). The process of recruiting and selecting a Principal will be implemented by the Superintendent with oversight from Education Committee of the Board of Trustees, who will make formal recommendations to the full Board and the Superintendent in a hiring decision.

Candidates for other administrator positions, as well as for non-instructional staff, will be recruited through a fair and extensive process that includes advertisements in newspapers and other media (including minority media) and networking. Candidates for these positions may be interviewed by the Superintendent, the Principal or his/her designee (i.e. the COO), and the Board of Trustees. Once a decision is made, the selected candidate will receive an offer of employment. Throughout the process, the school leadership will keep the Board fully informed about the process, and the Board must consent to each hire prior to any offer of employment.

Evaluation Process for Leadership

The principal evaluation approach used by HCCS-DH is a four-step process that involves the collection of evidence using multiple measures of principal performance within one year, including at a minimum:

- A principal start-of-year self-assessment
- In-school reviews of leadership (2 observations)
- Survey of leadership (VAL-ED)
- A principal end-of-year self-assessment
- Student achievement related to charter goals

All evidence will be considered in a summative evaluation which will center on the Vanderbilt Assessment of Leadership in Education (VAL-ED) Rubric, which focuses on six Core Components and six Key Processes of Leadership, and is aligned to the 2008 ISLLC Educational Leadership Policy Standards. VAL-ED assesses the intersection of *what* principals must accomplish to improve academic and social learning for all students (core components), and *how* they create those core components (key processes). The <u>Core Components of School Performance</u> are: 1. High Standards for Student Learning; 2. Rigorous Curriculum (content); 3 Quality Instruction (pedagogy); 4. Culture of Learning & Professional Behavior; 5.Connections to External Communities; 6. Performance Accountability. The four-step principal evaluation process is as follows:

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS HIRING AND PERSONNEL POLICIES AND PROCEDURES

Step 1: Principal Start-of-Year Self-Assessment

The principal will complete a self-assessment using the VAL-ED Rubrics. The principal and the supervisor will meet to review the self-assessment. The principal will complete a summary form, which includes two areas of strength, two areas for growth, and next steps. The principal begins constructing a portfolio for the year in which s/he includes the self-assessment Summary Form.

Step 2: In-School Reviews of Leadership

The principal's supervisor will conduct two observations of the principal's leadership practice by collecting evidence using rubrics developed by the Center for Educational Innovation and reviewed by national experts. Step 2A. Observation of a Principal Conducting a Post-Observation Conference with a Teacher. This observation will assess the principal's performance during a teacher's post-observation conference. Step 2B. Observation of a Principal Conducting a Group Meeting that Focuses on a PD Topic This observation will address a meeting conducted by the principal that is focused on issues of professional development (not administration) such as creation and growth of data cultures and professional learning communities, implementing the Common Core, mapping the school's curriculum, etc.

Step 3: **Survey of Leadership**

The Vanderbilt Assessment of Leadership in Education (VAL-ED) survey is a 360-degree assessment of six Core Components and six Key Processes of school leadership. The VAL-ED process includes a survey of leadership completed by the staff, a survey completed by the principal, and a survey completed by the principal's supervisor. The data derived from a VAL-ED assessment provides a summary of a principal's learning-centered leadership effectiveness. In this process, that data drives a discussion of areas of strength and areas for growth that takes place between the principal and the supervisor during the post-survey conference. At the end of the process, the principal completes a summary form that includes two areas of strength, two areas for growth, and next steps.

Step 4: Summative Assessment of Principal Practice

4a: Portfolio Review - The principal and supervisor will review student growth outcomes related to charter goals, start-of-year self-assessment, any unannounced visits, two in-school reviews of leadership, the VAL-ED Assessment(s) at minimum.

4b: End-of-year Summative Assessment - To begin the summative assessment process, the principal completes an end-of-year self-assessment of his/her practice using the VAL-ED Rubric. The supervisor, using the evidence in the principal's portfolio, also completes an assessment of the principal's practice using the VAL-ED Rubric. The supervisor will facilitate a summative conference in which the principal and the supervisor discuss areas of difference. In the end, the supervisor will make the final determination on each leadership component in the rubric.

The annual assessment of Principal performance will be conducted by the HCCS Superintendent with support from the Board's Executive Committee. Results assist the Principal's supervisor to identify strengths and potential areas of professional growth. This information is used by the Principal, the Superintendent and Board members to identify key targets for leadership professional development.

A version of this process is repeated for the Superintendent, focused on high-level responsibilities related to the job description; this evaluation process is conducted by the Chairperson of the Board. The Board will delegate responsibility to the Superintendent to evaluate the performance of the Chief of Operations, who evaluates all non-instructional staff.

As with the Principal's evaluation, the above process will be adapted for the COO and other non-instructional staff. The evaluation tool will include, as is relevant, a review and analysis of the operational and fiscal health of the school, assessment results and other measures of academic achievement, and analysis of evidence related to school climate (e.g. attendance and suspension rates, teacher retention rates, teacher satisfaction indicators including the NYCDOE Learning Environment Survey results, parent and student satisfaction indicators including the NYCDOE Learning Environment Survey results, etc.).

Evaluation Process for Teachers

The *Danielson Framework for Teaching* is the cornerstone of the HCCS-DH teacher evaluation plan as it is research-based, rigorous, and centers on teacher professional growth over time. The *Framework* is used to promote professional learning by stimulating teachers to engage in self-assessment, reflection on practice, and professional conversation. The intent is for teachers to become more thoughtful and analytic about their work so they may improve their teaching. By shifting the focus of evaluation from "inspection" to "collaborative reflection" the Principal ensures the maximum benefit from the evaluation for each teacher.

The HCCS-DH teacher evaluation process is based on multiple measures of teacher performance: 1) student and/or classroom growth, 2) observations of teacher practice using the *Danielson Framework for Teaching*, and 3) other artifacts of the teacher's choice related to his/her practice e.g. evidence of the completion of tasks related to a teacher leadership position. Using the Danielson Framework for Teaching (FfT), a trained evaluator (supervisor) will conduct the following:

- Two classroom observations: one announced; one unannounced
- Pre-Observation and Post-Observation conferences for the announced observation.
- Post-Observation conference for unannounced observation
- Additional walkthroughs and post- conferences that collect evidence (not checklists) of teacher effectiveness related to the Danielson rubric.

A summative evaluation at the end of the year will provide each teacher with a summative rating for the teacher in all 22 components across the 4 Domains according to the Danielson rating levels of Ineffective, Developing, Effective and Highly Effective. The teacher evaluation plan will be available for all staff and stakeholders to review on the school website.

As part of the observation process, the observer will share a copy of the evidence collected with the teacher by the end of the day following the date of the observation. The teacher is invited to add to, or correct, the evidence as necessary so that the record of the observation is as accurate as possible; the teacher may also conduct a self-assessment of the lesson observed. At the post-observation conference, the teacher and principal discuss the those components where the teacher's self-assessment of the lesson is different from the observer's assessment of the lesson. Each conference ends with the teacher and the observer completing a Summary Form agreeing on "Strengths of the Teacher's Practice," "Areas for Growth in the Teacher's Practice," and "Next Steps."

At the end of the school year/evaluative cycle, the teacher reviews all the evidence accumulated throughout the cycle. The teacher conducts a self-assessment, and the evaluator conducts an

assessment, of performance for the evaluative cycle based on the same evidence and using the rubric. The evaluator either corroborates or corrects the level of practice for each component, resulting in the summative evaluation of record and agreement on "Strengths of the Teacher's Practice" and "Areas for Growth in the Teacher's Practice." and "Next Steps".

Non-academic staff - Non-academic staff will be evaluated by their direct supervisors using school-created rubrics specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end.

Complaint process for staff

New York State Education Law § 2855(4), which is part of the New York Charter Schools Act of 1998, states that a parent, employee, as well as any other individual who believes that a charter school has violated a term of its charter or applicable law must have an opportunity to make a complaint to the charter school's Board of Trustees. HCCS DH will implement and maintain a formal complaint process in accordance with Education Law § 2855(4).

The complaint process outlines the processes for both formal and informal complaints.

All formal complaints (a violation of the charter or the law) should be filed with the HCCS DH Chair of the Board of Trustees. The Chair of Board of Trustees will respond in written form to the filed complaint within 30 days. The response must clearly outline the reasoning of the Board of Trustees. 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. Upon resolution of the formal complaint, the school will provide to the complainant a written statement including any action(s) to be taken by the board and notify the complainant that he or she may appeal this decision to the school's Authorizer. If, after presentation of the complaint to the NYCSED, 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. If the school fails to comply with this process, the complainant may also file an appeal with the Authorizer.

All informal complaints (no violation of the law or the charter) will first be handled by school staff using a tiered process i.e. the informal complaint may first be addressed by a teacher, then the assistant principal and then the principal. The school principal will have the final response to all informal complaints. Responses to informal complaints will be documented in writing.

The board of trustees will review this complaint process annually and amend as necessary. The complaint policy will be distributed to staff and parents annually.

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2018 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Hellenic Classical Charter School
Contact Name:	Joy Petrakos
Contact Email:	[redacted]
Contact Phone:	[redacted]
District of Location	20
Pre-Opening Period	July 1, 2018 to June 30, 2019
Operational Year ONE	July 1, 2019 to June 30, 2020

Hellenic Classical Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	**183,333**
Total Expenses	**383,887**
Net Income	**(200,553)**
Actual Student Enrollment	-
Total Paid Student Enrollment	-

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	14,527	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		183,333
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		183,333
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		**183,333**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	1.00	152,993	HCCS-PS Principal (0.50 FTE)
Instructional Management	1.00	49,500	HCCS-PS Dean of Academics (0.50 FTE)
Deans, Directors & Coordinators	-	-	

CFO / Director of Finance	1.00	70,000	HCCS-PS Dir of Operations (0.50 FTE)
Operation / Business Manager	-	-	
Administrative Staff	1.00	36,500	HCCS-PS Head of Community Outreach (0.50 FTE)
TOTAL ADMINISTRATIVE STAFF	4.00	308,993	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	308,993	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		21,757	
Fringe / Employee Benefits		26,867	
Retirement / Pension		9,270	
TOTAL PAYROLL TAXES AND BENEFITS		57,893	
TOTAL PERSONNEL SERVICE COSTS	4.00	366,887	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		-	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		2,000	
Staff Development		-	
Staff Recruitment		5,000	
Student Recruitment / Marketing		10,000	
School Meals / Lunch		-	
Travel (Staff)		-	

Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	17,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**383,887**	
NET INCOME	**(200,553)**	Anticipated to be covered by HCCS-Dyker Heights over its charter term

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Hellenic Classical Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2018 to June 30, 2019

* This section sho

Total Revenue	183,333	-	-	-	-	-	183,333	-	-	-
Total Expenses	63,981	63,981	63,981	63,981	63,981	63,981	383,887	-	-	-
Net Income	119,352	(63,981)	(63,981)	(63,981)	(63,981)	(63,981)	(200,553)	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
Net Income	119,352	(63,981)	(63,981)	(63,981)	(63,981)	(63,981)	(200,553)	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
District of Location		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		183,333	-	-	-	-	-	183,333	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		183,333	-	-	-	-	-	183,333	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		183,333	-	-	-	-	-	183,333	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	1.00	25,499	25,499	25,499	25,499	25,499	25,499	152,993	-	-	-
Instructional Management	1.00	8,250	8,250	8,250	8,250	8,250	8,250	49,500	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	11,667	11,667	11,667	11,667	11,667	11,667	70,000	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	6,083	6,083	6,083	6,083	6,083	6,083	36,500	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	51,499	51,499	51,499	51,499	51,499	51,499	308,993	-	-	-

INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	51,499	51,499	51,499	51,499	51,499	51,499	308,993	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		3,626	3,626	3,626	3,626	3,626	3,626	21,757	-	-	-
Fringe / Employee Benefits		4,478	4,478	4,478	4,478	4,478	4,478	26,867	-	-	-
Retirement / Pension		1,545	1,545	1,545	1,545	1,545	1,545	9,270	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		9,649	9,649	9,649	9,649	9,649	9,649	57,893	-	-	-
TOTAL PERSONNEL SERVICE COSTS	4.00	61,148	61,148	61,148	61,148	61,148	61,148	366,887	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		333	333	333	333	333	333	2,000	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		833	833	833	833	833	833	5,000	-	-	-
Student Recruitment / Marketing		1,667	1,667	1,667	1,667	1,667	1,667	10,000	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		2,833	2,833	2,833	2,833	2,833	2,833	17,000	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	63,981	63,981	63,981	63,981	63,981	63,981	383,887	-	-	-
NET INCOME	119,352	(63,981)	(63,981)	(63,981)	(63,981)	(63,981)	(200,553)	-	-	-
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	119,352	(63,981)	(63,981)	(63,981)	(63,981)	(63,981)	(200,553)	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	119,352	(63,981)	(63,981)	(63,981)	(63,981)	(63,981)	(200,553)	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

July 1, 2018 to June 30, 2019

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

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October	November	December	January	February	March	April	May	June	TOTAL
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Hellenic Classical Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**2,604,828**	**161,150**	**-**	**9,622**	**890,423**	**3,666,023**
Total Expenses	**2,258,019**	**321,945**	**-**	**57,602**	**971,893**	**3,609,459**
Net Income	**346,809**	**(160,795)**	**-**	**(47,980)**	**(81,471)**	**56,564**
Actual Student Enrollment	**150**	**10**				**160**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	14,527	2,179,050	-	-	-	-	**2,179,050**
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		2,179,050	-	-	-	-	**2,179,050**
Special Education Revenue		-	103,900	-	-	-	**103,900**
Grants							
Stimulus		-	-	-	-	-	-
Rental Reimbursement		363,992	52,837	-	9,622	173,549	**600,000**
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,543,042	156,737	-	9,622	173,549	2,882,950
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		4,667	333	-	-	-	**5,000**
Title I		42,000	3,000	-	-	-	**45,000**
Title Funding - Other		3,360	240	-	-	-	**3,600**
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	183,333	**183,333**
Other		-	-	-	-	-	-
Other		11,760	840	-	-	-	**12,600**
TOTAL REVENUE FROM FEDERAL SOURCES		61,787	4,413	-	-	183,333	249,533
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	325,000	**325,000**
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	208,540	**208,540**
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	533,540	533,540
TOTAL REVENUE		**2,604,828**	**161,150**	**-**	**9,622**	**890,423**	**3,666,023**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of						
Executive Management	1.00	183,112	15,443	-	17,649	4,412	220,616

Instructional Management	1.00	99,600	8,400	-	9,600	2,400	120,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	5,047	95,893	100,940
Operation / Business Manager	1.00	-	-	-	-	60,000	60,000
Administrative Staff	3.00	-	-	-	-	**104,000**	104,000
TOTAL ADMINISTRATIVE STAFF	7.00	282,712	23,843	-	32,296	266,705	605,556
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	330,000	-	-	-	-	330,000
Teachers - SPED	2.00	-	110,000	-	-	-	110,000
Substitute Teachers	1.00	6,533	467	-	-	-	**7,000**
Teaching Assistants	6.00	196,000	14,000	-	-	-	210,000
Specialty Teachers	6.00	**247,333**	**17,667**	-	-	-	265,000
Aides	2.00	-	-	-	-	60,000	60,000
Therapists & Counselors	1.00	**46,667**	**3,333**	-	-	-	50,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	24.00	826,533	145,467	-	-	60,000	1,032,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	1.00	16,333	1,167	-	-	-	17,500
Custodian	2.00	-	-	-	-	**80,000**	80,000
Security	2.00	-	-	-	-	100,000	100,000
Other	-	-	-	-	-	10,800	10,800
TOTAL NON-INSTRUCTIONAL	5.00	16,333	1,167	-	-	190,800	208,300
SUBTOTAL PERSONNEL SERVICE COSTS	36.00	1,125,578	170,476	-	32,296	517,505	1,845,856
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		91,022	13,786	-	2,612	41,849	149,268
Fringe / Employee Benefits		290,429	43,987	-	8,333	133,530	476,280
Retirement / Pension		6,067	881	-	160	2,892	10,000
TOTAL PAYROLL TAXES AND BENEFITS		387,517	58,654	-	11,105	178,271	635,548
TOTAL PERSONNEL SERVICE COSTS	36.00	1,513,096	229,130	-	43,402	695,777	2,481,404
CONTRACTED SERVICES							
Accounting / Audit		16,380	2,378	-	433	7,810	27,000
Legal		12,133	1,761	-	321	5,785	20,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		6,343	921	-	168	3,024	10,455
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		78,866	6,528	-	321	5,785	91,500
TOTAL CONTRACTED SERVICES		113,722	11,587	-	1,242	22,404	148,955
SCHOOL OPERATIONS							
Board Expenses		303	44	-	8	145	500
Classroom / Teaching Supplies & Materials		44,800	3,200	-	-	-	48,000
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		28,093	2,007	-	-	-	30,100
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		37,333	2,667	-	-	-	40,000
Telephone		3,640	528	-	96	1,735	6,000
Technology		-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		2,800	200	-	-	-	3,000
Office Expense		12,436	1,805	-	329	5,930	20,500
Staff Development		28,000	2,000	-	-	-	30,000
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		4,247	616	-	112	2,025	7,000

School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	607	88	-	16	289	1,000
Fundraising	-	-	-	-	-	-
Other	1,820	264	-	48	868	3,000
TOTAL SCHOOL OPERATIONS	164,079	13,420	-	609	10,991	189,100
FACILITY OPERATION & MAINTENANCE						
Insurance	21,233	3,082	-	561	10,124	35,000
Janitorial	6,067	881	-	160	2,892	10,000
Building and Land Rent / Lease	363,992	52,837	-	9,622	173,549	600,000
Repairs & Maintenance	21,233	3,082	-	561	10,124	35,000
Equipment / Furniture	9,100	1,321	-	241	4,339	15,000
Security	18,200	2,642	-	481	8,677	30,000
Utilities	27,299	3,963	-	722	13,016	45,000
TOTAL FACILITY OPERATION & MAINTENANCE	467,123	67,807	-	12,349	222,721	770,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	20,000	20,000
TOTAL EXPENSES	**2,258,019**	**321,945**	**-**	**57,602**	**971,893**	**3,609,459**
NET INCOME	**346,809**	**(160,795)**	**-**	**(47,980)**	**(81,471)**	**56,564**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
District of Location	150	10		160
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**150**	**10**	**-**	**160**
REVENUE PER PUPIL	**17,366**	**16,115**	**-**	**22,913**
EXPENSES PER PUPIL	**15,053**	**32,194**	**-**	**22,559**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Based on 150 students for year 1

Based on 10 SpEd students for year 1

$500/SpEd student
$500/student for 60% of student enrollment
Title II - $40/student for 60% of student enrollment

$500k 2 year grant

NYSTL/FAMIS

Walton Foundation $325k 3 yr grant

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

70% of HCCS_PS Principal FY20 salary

70% of HCCS-PS Chief of Operations FY20 salary

After School Office Coverage

Social security, Medicare, NYS unemployment insurance
Worker's comp, dental, medical
Employer 401k match

Legal retainer

Hellenic Classical Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2019 to June 30, 2020

Total Revenue	**1,701,415**	**4,050**	**386,342**	**5,850**	**386,342**	**10,850**	**386,342**	**5,850**	**386,342**	**4,050**	**384,542**	**4,050**	**3,666,023**
Total Expenses	**330,435**	**330,435**	**311,735**	**294,715**	**293,105**	**293,105**	**293,105**	**294,605**	**293,105**	**291,705**	**291,705**	**291,705**	**3,609,459**
Net Income	**1,370,980**	**(326,385)**	**74,607**	**(288,865)**	**93,237**	**(282,255)**	**93,237**	**(288,755)**	**93,237**	**(287,655)**	**92,837**	**(287,655)**	**56,564**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	**1,370,980**	**(326,385)**	**74,607**	**(288,865)**	**93,237**	**(282,255)**	**93,237**	**(288,755)**	**93,237**	**(287,655)**	**92,837**	**(287,655)**	**56,564**

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
District of Location	14,527	363,175	-	363,175	-	363,175	-	363,175	-	363,175	-	363,175	-	2,179,050
School District 2 (Enter		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter		-	-	-	-	-	-	-	-	-	-	-	-	-
		363,175	-	363,175	-	363,175	-	363,175	-	363,175	-	363,175	-	2,179,050
Special Education Revenue		17,317	-	17,317	-	17,317	-	17,317	-	17,317	-	17,317	-	103,900
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		600,000	-	-	-	-	-	-	-	-	-	-	-	600,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		980,492	-	380,492	-	380,492	-	380,492	-	380,492	-	380,492	-	2,882,950
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	5,000	-	-	-	-	-	-	5,000
Title I		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Title Funding - Other		300	300	300	300	300	300	300	300	300	300	300	300	3,600
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Im		183,333	-	-	-	-	-	-	-	-	-	-	-	183,333
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	-	-	-	12,600
TOTAL REVENUE FROM FEDERAL SOURC		187,383	4,050	5,850	5,850	5,850	10,850	5,850	5,850	5,850	4,050	4,050	4,050	249,533
LOCAL and OTHER REVENUE														
Contributions and Donations, Fundraising		325,000	-	-	-	-	-	-	-	-	-	-	-	325,000
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Commun		208,540	-	-	-	-	-	-	-	-	-	-	-	208,540
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHE		533,540	-	-	-	-	-	-	-	-	-	-	-	533,540
TOTAL REVENUE		**1,701,415**	**4,050**	**386,342**	**5,850**	**386,342**	**10,850**	**386,342**	**5,850**	**386,342**	**4,050**	**384,542**	**4,050**	**3,666,023**
EXPENSES														
ADMINISTRATIVE STAFF PER	No. of													
Executive Management	1.00	18,385	18,385	18,385	18,385	18,385	18,385	18,385	18,385	18,385	18,385	18,385	18,385	220,616
Instructional Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	8,412	8,412	8,412	8,412	8,412	8,412	8,412	8,412	8,412	8,412	8,412	8,412	100,940
Operation / Business Manager	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Administrative Staff	3.00	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
TOTAL ADMINISTRATIVE STA	7.00	50,463	50,463	50,463	50,463	50,463	50,463	50,463	50,463	50,463	50,463	50,463	50,463	605,556

INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	330,000
Teachers - SPED	2.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Substitute Teachers	1.00	583	583	583	583	583	583	583	583	583	583	583	583	7,000
Teaching Assistants	6.00	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	210,000
Specialty Teachers	6.00	22,083	22,083	22,083	22,083	22,083	22,083	22,083	22,083	22,083	22,083	22,083	22,083	265,000
Aides	2.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Therapists & Counselors	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	24.00	86,000	86,000	86,000	86,000	86,000	86,000	86,000	86,000	86,000	86,000	86,000	86,000	1,032,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	1.00	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	17,500
Custodian	2.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Security	2.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Other	-	900	900	900	900	900	900	900	900	900	900	900	900	10,800
TOTAL NON-INSTRUCTIONAL	5.00	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	17,358	208,300
SUBTOTAL PERSONNEL SER	36.00	153,821	153,821	153,821	153,821	153,821	153,821	153,821	153,821	153,821	153,821	153,821	153,821	1,845,856
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		12,439	12,439	12,439	12,439	12,439	12,439	12,439	12,439	12,439	12,439	12,439	12,439	149,268
Fringe / Employee Benefits		39,690	39,690	39,690	39,690	39,690	39,690	39,690	39,690	39,690	39,690	39,690	39,690	476,280
Retirement / Pension		833	833	833	833	833	833	833	833	833	833	833	833	10,000
TOTAL PAYROLL TAXES AND BENEFITS		52,962	52,962	52,962	52,962	52,962	52,962	52,962	52,962	52,962	52,962	52,962	52,962	635,548
TOTAL PERSONNEL SERVICE	36.00	206,784	206,784	206,784	206,784	206,784	206,784	206,784	206,784	206,784	206,784	206,784	206,784	2,481,404
CONTRACTED SERVICES														
Accounting / Audit		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Legal		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		871	871	871	871	871	871	871	871	871	871	871	871	10,455
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		500	500	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	9,050	91,500
TOTAL CONTRACTED SERVICES		5,288	5,288	13,838	13,838	13,838	13,838	13,838	13,838	13,838	13,838	13,838	13,838	148,955
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	500	-	-	-	-	500
Classroom / Teaching Supplies & Materials		9,600	9,600	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	48,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		9,030	9,030	9,030	3,010	-	-	-	-	-	-	-	-	30,100
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		16,000	16,000	8,000	-	-	-	-	-	-	-	-	-	40,000
Telephone		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	300	300	300	300	300	300	300	300	300	300	3,000
Office Expense		6,150	6,150	820	820	820	820	820	820	820	820	820	820	20,500
Staff Development		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	1,400	1,400	1,400	1,400	1,400	-	-	-	7,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	1,000	-	-	-	-	1,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		250	250	250	250	250	250	250	250	250	250	250	250	3,000
TOTAL SCHOOL OPERATIONS		41,530	41,530	24,780	10,760	9,150	9,150	9,150	10,650	9,150	7,750	7,750	7,750	189,100
FACILITY OPERATION & MAINTENANCE														

Insurance	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Janitorial	2,000	2,000	600	600	600	600	600	600	600	600	600	600	10,000
Building and Land Rent / Lease	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	600,000
Repairs & Maintenance	8,000	8,000	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	35,000
Equipment / Furniture	6,000	6,000	3,000	-	-	-	-	-	-	-	-	-	15,000
Security	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Utilities	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
TOTAL FACILITY OPERATION & MAINTEN	75,167	75,167	64,667	61,667	61,667	61,667	61,667	61,667	61,667	61,667	61,667	61,667	770,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / C	1,666.67	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
TOTAL EXPENSES	**330,435**	**330,435**	**311,735**	**294,715**	**293,105**	**293,105**	**293,105**	**294,605**	**293,105**	**291,705**	**291,705**	**291,705**	3,609,459
NET INCOME	**1,370,980**	**(326,385)**	**74,607**	**(288,865)**	**93,237**	**(282,255)**	**93,237**	**(288,755)**	**93,237**	**(287,655)**	**92,837**	**(287,655)**	**56,564**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Exp	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**1,370,980**	**(326,385)**	**74,607**	**(288,865)**	**93,237**	**(282,255)**	**93,237**	**(288,755)**	**93,237**	**(287,655)**	**92,837**	**(287,655)**	**56,564**
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**1,370,980**	**(326,385)**	**74,607**	**(288,865)**	**93,237**	**(282,255)**	**93,237**	**(288,755)**	**93,237**	**(287,655)**	**92,837**	**(287,655)**	**56,564**

Hellenic Classical Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		3,666,023	4,475,058	5,616,300	6,940,875	8,265,450
Total Expenses		3,609,459	4,348,500	5,388,026	6,225,806	6,950,231
Net Income (Before Cash Flow Adjustments)		56,564	126,558	228,274	715,069	1,315,219
Actual Student Enrollment		150	225	300	375	450
Total Paid Student Enrollment		150	225	300	375	450
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2020	**2021**	**2022**	**2023**	**2024**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
District of Location	14,527	2,179,050	3,268,575	4,358,100	5,447,625	6,537,150
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		2,179,050	3,268,575	4,358,100	5,447,625	6,537,150
Special Education Revenue		103,900	155,850	207,800	259,750	311,700
Grants						
Stimulus		-	-	-	-	-
Rental Reimbursement		600,000	750,000	900,000	1,050,000	1,200,000
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,882,950	4,174,425	5,465,900	6,757,375	8,048,850
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		5,000	7,500	10,000	12,500	15,000
Title I		45,000	67,500	90,000	112,500	135,000
Title Funding - Other		3,600	5,400	7,200	9,000	10,800
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		183,333	183,333	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		236,933	263,733	107,200	134,000	160,800
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		325,000	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		208,540	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		12,600	18,900	25,200	31,500	37,800
OTHER		-	18,000	18,000	18,000	18,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		546,140	36,900	43,200	49,500	55,800
TOTAL REVENUE		**3,666,023**	**4,475,058**	**5,616,300**	**6,940,875**	**8,265,450**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1	220,616	227,235	206,119	176,493	181,788
Instructional Management	1	120,000	123,600	127,308	131,127	135,061
Deans, Directors & Coordinators	0	-	75,000	130,250	134,157	138,182
CFO / Director of Finance	1	100,940	178,968	171,557	160,320	165,129
Operation / Business Manager	1	60,000	61,800	63,654	65,564	67,531
Administrative Staff	3.00	104,000	107,120	139,116	143,289	147,588
TOTAL ADMINISTRATIVE STAFF	7.00	605,556	773,723	838,004	810,950	835,279
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	6	330,000	504,900	685,047	870,598	1,061,716
Teachers - SPED	2	110,000	168,300	283,349	346,849	357,255
Substitute Teachers	**1**	**7,000**	**7,210**	**7,426**	**7,649**	**14,879**
Teaching Assistants	6	210,000	216,300	222,789	229,473	236,357
Specialty Teachers	**6**	**265,000**	**292,950**	**480,921**	**595,348**	**743,209**
Aides	2	60,000	61,800	63,654	65,564	67,531
Therapists & Counselors	**1**	**50,000**	**51,500**	**53,045**	**114,636**	**118,075**
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	24.00	1,032,000	1,302,960	1,796,231	2,230,117	2,599,022
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	1.00	17,500	17,500	17,500	17,500	17,500
Custodian	2.00	80,000	**82,400**	**84,872**	**87,418**	**90,041**
Security	2.00	100,000	103,000	106,090	109,273	112,551
Other	-	10,800	10,800	10,800	10,800	10,800
TOTAL NON-INSTRUCTIONAL	5.00	208,300	213,700	219,262	224,991	230,892
SUBTOTAL PERSONNEL SERVICE COSTS	36.00	1,845,856	2,290,383	2,853,497	3,266,058	3,665,192
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		149,268	180,154	224,662	257,133	288,317
Fringe / Employee Benefits		476,280	624,640	852,320	1,029,480	1,182,280
Retirement / Pension		10,000	15,000	20,000	25,000	30,000
TOTAL PAYROLL TAXES AND BENEFITS		635,548	819,794	1,096,982	1,311,613	1,500,597
TOTAL PERSONNEL SERVICE COSTS	36.00	2,481,404	3,110,177	3,950,479	4,577,671	5,165,789
CONTRACTED SERVICES						
Accounting / Audit		27,000	27,000	29,000	31,000	33,000
Legal		20,000	20,000	20,000	20,000	20,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		10,455	11,628	13,628	15,419	16,855
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		91,500	58,500	61,500	101,500	66,500
TOTAL CONTRACTED SERVICES		148,955	117,128	124,128	167,919	136,355
SCHOOL OPERATIONS						
Board Expenses		500	500	500	500	500
Classroom / Teaching Supplies & Materials		48,000	46,500	59,000	67,000	75,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		30,100	36,400	42,700	49,000	55,300
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		40,000	15,000	15,000	15,000	15,000
Telephone		6,000	6,180	6,365	6,556	6,753
Technology		-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-
Field Trips		-	-	-	-	-
Transportation (student)		-	-	-	-	-
Student Services - other		3,000	4,000	5,000	6,000	7,000
Office Expense		20,500	21,115	21,748	22,401	23,073

Staff Development	30,000	30,000	35,000	35,000	35,000
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	7,000	7,000	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	1,000	1,000	1,000	1,000	1,000
Fundraising	-	-	-	-	-
Other	3,000	3,000	3,000	3,000	3,000
TOTAL SCHOOL OPERATIONS	189,100	170,695	199,313	215,457	231,626
FACILITY OPERATION & MAINTENANCE					
Insurance	35,000	40,000	50,000	50,000	50,000
Janitorial	10,000	10,300	10,609	10,927	11,255
Building and Land Rent / Lease	600,000	750,000	900,000	1,050,000	1,200,000
Repairs & Maintenance	35,000	36,050	37,131	38,245	39,393
Equipment / Furniture	15,000	7,000	4,060	3,122	3,185
Security	30,000	32,000	32,000	32,000	32,000
Utilities	45,000	55,150	60,305	60,464	60,628
TOTAL FACILITY OPERATION & MAINTENANCE	770,000	930,500	1,094,105	1,244,758	1,396,461
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	20,000	20,000	20,000	20,000	20,000
TOTAL EXPENSES	**3,609,459**	**4,348,500**	**5,388,026**	**6,225,806**	**6,950,231**
NET INCOME	**56,564**	**126,558**	**228,274**	**715,069**	**1,315,219**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	150	225	300	375	450
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**150**	**225**	**300**	**375**	**450**
REVENUE PER PUPIL	**24,440**	**19,889**	**18,721**	**18,509**	**18,368**
EXPENSES PER PUPIL	**24,063**	**19,327**	**17,960**	**16,602**	**15,445**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**
NET INCOME	**56,564**	**126,558**	**228,274**	**715,069**	**1,315,219**
Beginning Cash Balance	-	56,564	183,122	411,397	1,126,466
ENDING CASH BALANCE	**56,564**	**183,122**	**411,397**	**1,126,466**	**2,441,685**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

NYSTL/FAMIS
PTA Contributions

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)

State number of postions for years 2 thru 5 in assumptions if differ from year

1 Dean Yr3-5, 1 Dean of Academics Yr2-5
Chief of Ops Yr1, add Director of Ops Yr2

$55k/teacher x 6 teachers, + 3% increase per yr, + 3 teachers per yr @ $55k
3 teachers year 2, 5 teachers year 3, 6 teachers year 4, 6 teachers year 5
1 PT sub @ $175/day for 40 days, add a PT sub in year 5
$35k per teaching asst x 6 teaching assistants,3% increase per year, add two TAs in year 3 (one for Phys Ed and Reading Rescue)

2 Aides year 2-5
$50k per counselor, add one GC in year 4

2 custodians @ $40k

After school office coverage

Attachment 11

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS PRE-OPENING PLAN

Governance

September 2018	Kick-off board meeting/retreat to finalize school and governance policies, including roles of all leadership staff and board members, board calendar, By-laws, New York Open Meeting Law, schedule of Board financial reviews, fundraising strategies, & Code of Ethics	Superintendent / Board / Principal / COO
October 2018	As requested, send Trustee information to DOE for each trustee i.e. financial disclosures	COO
November 2018	Develop consistent agenda and process for all board meetings, including tracking of minutes and process for adopted policies	Board

Student Recruitment and Admissions

November 2018 - March 2019	Implement Student Recruitment Communications Plan: Update marketing materials and widely distribute across media outlets and within the community Update website e.g. approved curriculum as well as admissions policy and process Conduct continued outreach to neighborhood pre-K and Head Start programs to provide details on school model and admissions process; request access to fairs and parent meetings on Kindergarten transition Host open informational sessions at original school and locations within district Canvass local libraries, offices, and public spaces to share information about school and admissions timeline and process	Principal / COO
November - March 2019	Post and make widely available the school application, including deadline for application and date of lottery	Principal / Dir. of Family and Community Engagement
April 2019	Conduct admission lottery, confirming list of accepted students and waitlist	Principal / COO
April 2019	Make every effort to confirm status with each family, including home visits; confirm acceptance	Principal / COO
June 2019	Send NYC DOE Enrollment Report	COO
Summer 2019	Request and receive student records	COO
Summer 2019	Create student welcome materials and orientation	Dir. of Family and Community Engagement

Administrative

December 2018	Establish 501c3	COO
December 2018	Update website for approved school	COO
January 2019	Finalize annual calendar and daily schedule	Principal / COO
January 2019	Finalize all school-wide processes, procedures, and routines (e.g. filing system, visitors policy)	COO
April 2019	Select provider for internet access and install	COO

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS PRE-OPENING PLAN

June 2019	Set up phone and email systems	COO
	Fiscal Management	
November 2018	Finalize all fiscal controls, policies, forms, chart of accounts (includes board approval of all)	COO/ Board
November 2018	Establish payroll	COO
November 2018	Set up bank accounts	COO
November 2018	Finalize cash flow plan	COO
	Facilities	
Fall 2018	If co-location space is unavailable, work with real estate expert to locate, inspect, and approve private space and lease for school	Superintendent / Board / Principal / COO
June 2019	Finalize necessary building alternations and renovations and arrange for a final inspection	COO
	Resources	
February 2019	Create an annual purchasing list and schedule, including schedule of posting RFPs for procurement as necessary	COO
May 2019	Procure required systems and materials for curriculum, assessments and online systems for student data e.g. PerformancePLUS, SEL program, NWEA, textbooks	COO
June 2019	Purchase supplies and materials for program, including classroom and office furniture, cleaning supplies, classroom materials, library resources, medical supplies, building signage	COO
June 2019	Purchase necessary technology for teachers and students	COO
	Instructional Program	
March 2019	Finalize curriculum plans and scope and sequence; begin re-alignment of curriculum with NYS Next General Learning Standards (NYLS).	Principal / COO
March 2019	Finalize assessment timeline	Principal / COO
April 2019	Plan for pre-opening, one-week professional development week for all educational staff	Principal
May 2019	Conduct Home Language Information Survey (HLIS) to help identify students that may be limited English proficient (LEP) or English language learners (ELL) and require further screening	Principal / COO
May 2019	Identify population of students with disabilities and define requirements necessary for all students	Principal / COO
July 2019	Develop class configurations	Principal / COO
July 2019	Conduct NYSITELL testing	Principal / COO
	Personnel	
November 2018 - July 2019	Advertise for and recruit for all positions	Principal / COO
November 2018 - July 2019	Hire and orient staff, including communication of educator evaluation process	Superintendent / Principal / COO

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS PRE-OPENING PLAN

January 2019	Hire contracted services (e.g. janitorial, nursing)	Principal / COO
April - May 2019	Develop professional development plans, including templates and process for individualized Professional Growth Plans	Principal
June - July 2019	Perform background checks on employees	COO
June - July 2019	Onboard all staff i.e. enrollment in payroll and benefits, distribute staff handbook	COO
Transportation and Food Service		
May 2019	Determine transportation needs and submit transportation request form to NYC Office of Pupil Transportation	COO
Summer 2019	Develop transportation routes, schedules, and emergency contacts	COO
May 2019	Define meals required (# of students/any religious or individual needs/ FRL status) then determine food service arrangement: issue RFP, select vendor, sign contract	COO
Summer 2019	Develop food service plan	COO
Summer 2019	Complete FRL forms	COO
Health and Safety		
January 2019	Develop policy for non-compliance by parents	COO
May 2019	Identify first aid resources	COO
May 2019	Acquire medical forms	COO
June 2019	Undergo fire and building inspection; develop fire drill policy, schedule, route and School Safety Plan	COO
June 2019	CPR and AED training	COO
Family and Community		
May 2019	Plan for Family Orientation and conduct outreach to ensure attendance	Principal and Dir. of Family and Community Engagement
June - July 2019	Host pre-opening Family Orientation; share Family Handbook and calendar of events of family engagement	Principal and Dir. of Family and Community Engagement
January 2018 - July 2019	Engage local social service agencies and neighborhood programs to provide information on school and seek mutual support in meeting children's needs	Principal and Dir. of Family and Community Engagement

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS DISSOLUTION PLAN

In the event of closure or dissolution of HCCS-DH, the Board shall delegate to the Superintendent the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t), 219, and 220, and the Closing Procedures specified by the State Education Department. This process shall include notification to parents of children enrolled in HCCS-DH, the transfer of student records (and notification to the parents of the enrolled students regarding the transfer of records), the transfer of remaining assets after satisfaction of outstanding debts pursuant to Education § 220. Note: HCCS-DH will establish an escrow account of no less than $100,000 ($20,000 per academic year for the first 5 years of operation) to pay for legal and audit expenses associated with dissolution.

Dissolution procedures are as indicated below:

Within 24 hours of SED vote to close the school: The dissolution process will commence with a meeting of the established transition team of HCCS-DH that will include at least the Board Chair, Superintendent, Principal, Director of Operations and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan, roles, and the timeline that will be used to guide the dissolution process in addition to a review of the Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the Board of Regents (New York State Education Department). Upon approval of the plan and timeline, the Superintendent, Principal and the Board Chair will meet with SED representatives to review and discuss the dissolution plan, timeline and the sharing of required documents with SED. The outcome of this meeting is an agreed-upon final dissolution plan and timeline that will be used to manage the dissolution process of HCCS-DH:

Days 1-5: (1) HCCS-DH will deliver a current student list to the SED; (2) The Superintendent and Principal will conduct a meeting with SED to discuss availability for students being displaced by the closure or dissolution; (3) The Director of Operations and an HCCS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal will notify all parents in writing of the closure of the School and the ensuing placement process (within 48 hours) in addition to publishing a public press release (within 24 hours) and a closure letter addressed to state and local agencies, including the local school district, (within 72 hours) and all contractors; (5) The Principal will meet with the students as well as staff to discuss the School's closing and the ensuing process; (6) The Director of Operations will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss closing and the transfer of students to other public schools: (7) HCCS-DH will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) HCCS-DH website will be recognized as a primary source of information about the School's closing, the dissolution process and the placement of students in other public schools; (9) HCCS-DH personnel will schedule a placement meeting with each enrolled student/parent to discuss his/her placement; (10) The Board Chair will also issue final oversight that the school satisfies SED's statutory and regulatory obligation to ensure a smooth transition for students by notifying relevant agencies and organizational partners.

Days 5-15: (1) HCCS-DH will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The personnel staff will commence student placement

meetings; (3) The Director of Operations will provide written notice to appropriate Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Director of Operations will notify, in writing, those school principals in schools likely to receive transfers from HCCS-DH of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) HCCS-DH staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) HCCS-DH will transfer student records to the SED upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to SED and provided a copy of those records; and (5) HCCS-DH will conduct a final meeting with the SED to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school (6): The Director of Operations will establish an employee termination date and notify all employees and benefit and payroll providers.

Day 30-45: (1) The Board shall hire an auditor to conduct a close-out audit of the school. (2) Director of Operations will also develop a plan for the disposition of all assets and inventory, including assets purchased with federal funds. The Board is required to petition the supreme court in the judicial district where the principal office of the corporation is located, directing the disposition of all property belonging to the school This petition will be sent to SED and the New York State Attorney General at least 10 days prior to submission. (3) The Board Chair will take the necessary steps to maintain 501(c)(3) status with the IRS. (4) The Director of Operations will also solicit from each creditor a final accounting of the school's accrued and unpaid debt and negotiate a settlement of debts. The Director of Operations will also contact all debtors and demand payment, and submit this activity to SED.

One week after the last day of instruction: (1) The Superintendent will ensure that final report cards and student records are up to date and sent home to parents/guardians, and provided to SED. The Superintendent will transfer all testing materials in accordance with New York State regulations. The Director of Operations will file Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education.

Within 30 days of the last day of instruction: (1) The Director of Operations will review, prepare, and make available itemized financial documents and a list of all payroll reports including taxes and retirement or adjustments on employee contracts, and provide these to each employee, as well as to SED. (2) The Superintendent and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school, new school district, and New York City Department of Education. The Board Chair and Superintendent will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be provided to SED.

Within 60 days of the last day of instruction: (1) The Director of Operations will ensure that Federal Expenditure Reports and Annual Performance reports are completed and provided to SED. (2) The Director of Operations will ensure the final distribution of assets.(3) The Board Chair and Director of Operations will submit a final closeout audit, which documents disposition of all liabilities.

HELLENIC CLASSICAL CHARTER SCHOOL DYKER HEIGHTS DISSOLUTION PLAN

Note Regarding Transfer of Assets:

The Director of Operations will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Operations will maintain an up-to-date inventory of the assets of the School. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Operations with the cooperation of NYSED. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

Note Regarding Maintaining Location and Communication:

Throughout the closing procedures, the school will location, telephone service an insurance .

Note Regarding Reporting to SED:

All letters, documents, statements, reports, and materials created during the Dissolution Process will be provided in a timely fashion to SED.

2018 PHASE I: Letter of Intent

Created: 07/02/2018 • Last updated: 07/06/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

Existing Ed Corp (operating one or more Regents-authorized charter schools)

Name of Existing Education Corporation

	Name of Existing Education Corporation	Number of Charter Schools Existing Ed Corp Currently Operates
	Hellenic Classical Charter School	1

Proposed Charter School Name(s)

(Please write out the full name of the proposed new charter school(s), and include the words "charter" and "school" in the naming).

	Name of Proposed School(s)	Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.)	Max # of Students Served Over Charter Term
	Hellenic Classical Charter School Dyker Heights	K-5	450

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Charles Capetanakis	[redacted]	
Public/Media Contact Person	Joy Petrakos		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	A rigorous classical eduaction that is rich in challenging content.
2	Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies.
3	Preparing students to gain entry into and succeed in the best high schools in New York City.
4	(No response)
5	(No response)
6	(No response)
7	(No response)

If available, please provide the URL to the website established for the proposed school or existing education corporation. www.hccsdh-nys.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date 2018/07/06

Thank you for completing this form.

July 9, 2018

David M. Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

We respectfully submit the following letter of intent to apply for a charter to open the Hellenic Classical Charter School – Dyker Heights in Community School District 20, located in Brooklyn, NY.[1]

I. APPLICANT GROUP INFORMATION
a. Applicant Group Members: See attachment (Table 1: Applicant Group Information)
b. Public Contact: Charles Capetanakis, Proposed Director, Board of Trustees Telephone: [redacted] Email: [redacted]
c. Application History: We have not previously applied for a charter to any of the NYS authorizers for Hellenic Classical Charter School – Dyker Heights (HCCS – Dyker Heights). HCCS – Park Slope, the "sister school" to HCCS – Dyker Heights, was authorized by the New York City Department of Education (NYC DOE) in 2005 and has operated under the NYC DOE authorization.

II. PROPOSED CHARTER SCHOOL INFORMATION
a. Proposed School Name: Hellenic Classical Charter School – Dyker Heights
b. Proposed Mission Statement: The Hellenic Classical Charter School - Dyker Heights will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.
c. Proposed Location: HCCS – Dyker Heights intends to locate in New York City Community School District 20. We will seek both public and private space but have identified an appropriate private space option and fully expect that we will not receive public space.
d. Target Population/Community Served: HCCS – Dyker Heights' student population will be representative of students currently enrolled in CSD 20. Currently, CSD 20 enrolls almost 50,000 students in grades K-12, over 36,700 of whom are in grades K-8. Of the total students in CSD 20, 43% are Asian or Native Hawaiian/Other Pacific Islander, 27% are Hispanic or Latino, 26% are White, Hispanic or Latino, 3% are Black or African American, and the remaining 1% are Multiracial. The majority of students (72%) are economically disadvantaged, 26% are English language learners, and 16% are students with disabilities.
e. Planned Ages, Grades and Enrollment: Based on earning a charter and being approved for opening in Fall 2019, we plan the following enrollment schedule for HCCS-Dyker Heights:

Chart 1: HCCS-Dyker Heights Enrollment Plans
during requested charter period[2]

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
K	5-6	75	75	75	75	75
1st	6-7	75	75	75	75	75
2nd	7-8		75	75	75	75
3rd	8-9			75	75	75
4th	9-10				75	75
5th	10-11					75
Totals		**150**	**225**	**300**	**375**	**450**

[1] All demographic data cited in this document are taken from the New York Stated Education Department's public data website (https://data.nysed.gov/).
[2] We plan to grow the school to serve grades K-8 in the years following the first charter period.

f. Proposed Management and/or Partner Organizations: HCCS-Dyker Heights will be managed by the same Board of Trustees as HCCS-Park Slope and partner with organizations to support curriculum design and professional development. We will not engage a charter management organization.

g. Replication: HCCS-Dyker Heights is modeled after HCCS-Park Slope, a charter school located in NYC Community School District 15 that focuses on providing a diverse community of learners with a rigorous education in a dynamic environment. HCCS-Park Slope has a long and consistent history of success, and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. The two schools will share one Board of Trustees. Christina Tettonis, current Principal of HCCS-Park Slope, will transition to the role of Superintendent for both HCCS-Park Slope and HCCS-Dyker Heights. Currently, HCCS-Park Slope has a "principal-in-training," sponsored through the School Empowerment Network's Charter Leader Fellowship program who will become principal of HCCS-Dyker Heights. A new principal will be selected to lead HCCS-Park Slope. Mrs. Tettonis will split her time between the two schools over the five-year charter period as follows:

Chart 2: Superintendent's Time at HCCS-Park Slope & HCCS-Dyker Heights

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
HCCS-Park Slope	30%	30%	40%	50%	50%
HCCS-Dyker Heights	70%	70%	60%	50%	50%
Total Time	100%	100%	100%	100%	100%

The goal of the replication is to build upon and leverage the success of HCCS-Park Slope while ensuring continuity and ongoing success at the original school.

h. School Overview: At HCCS-Dyker Heights, students will gain a global perspective as they build core skills in all academic areas and develop the social-emotional skills necessary to sustain them throughout their lives. We are proposing to build HCCS-Dyker Heights around 3 key design elements:

1. **A rigorous classical education that is rich in challenging content** - HCCS Dyker Heights will provide rigorous instruction in a classical education model that uses Standards-based curriculum, didactic instruction, coaching, intensive academic support and the Socratic method. HCCS-Dyker Heights will employ instructional practices that HCCS-Park Slope has found to be successful through the implementation of the NYS Common Core State Standards (CCSS). Of these practices, the school's overarching instructional model will be the workshop model, which is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. Because this proposed model differentiates and individualizes instruction, the model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.
2. **Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies** - The Greek instruction program, which includes acquisition of the Greek language and the study of Greek history and culture within a rigorous academic model that includes the Standards-based curriculum, will provide students with unique and outstanding educational experiences that support their growth and improve their competitiveness in the global economy. We will implement this program in consultation with the Greek Government, which has provided support for HCCS-Park Slope over the past 13 years. The alignment of the Greek program curriculum with the ELA curriculum will ensure that the reading, writing and language arts instruction in English and in Greek are complimentary. In short, because of the Greek and Latin studies, we maintain that our graduates will be familiar with the roots of over 90% of the words in the English language.
3. **Preparing students to gain entry into and succeed in the best high schools in New York City** - HCCS-Dyker Heights will focus on the mission of college and career readiness for our students. Our guidance counselor will closely work with students and their families to understand the high school admissions process, as well as college preparation, in addition to providing test prep for the Regents courses. HCCS-Dyker Heights will institute the following practices to support students in preparing for, selecting and applying for entrance into high schools, including: a) hosting workshops each year for the families of students in 6th, 7th and 8th grades; b) presentations by the guidance counselor regarding high school selection and application for 8th grade students; c) one-on-one assistance by the guidance counselor to 8th grade students and their families to help them research, select and apply to high schools; d) summer math tutoring for students about to enter 8th grade designed to help them succeed in integrated algebra; and e) access to test preparation courses to help students do well on high school admission tests.

III. ENROLLMENT & RETENTION STRATEGIES

a. Strategies for Attracting and Recruiting Students

1. Students identified in the mission: HCCS-Dyker Heights aims to educate a diverse community of learners similar to that of HCCS-Park Slope, where the student body is comprised of 44% Hispanic or Latino, 27% White, 23% Black or African American, 3% Asian or Native Hawaiian/Other Pacific Islander, 2% Multiracial, and 1% American Indian or Alaska Native. HCCS-Dyker Heights will use similar strategies as HCCS-Park Slope to achieve this diversity, including visits to pre-schools and day cares throughout all neighborhoods in District 20 to make parents aware of the option of applying to our school's lottery, distributing information about the school in multiple languages, and holding open houses for District 20 families at HCCS-Park Slope where they can see for themselves how we educate a diverse community of learners.

2. Students with Disabilities: HCCS-Dyker Heights will start with grades K-1 and add a grade each year following until we reach K-8. Based on this growth strategy, we are beginning our student recruitment process by reaching out to daycares and pre-K programs in the district. As part of this process, we are targeting five pre-school programs that only serve students with disabilities (SWDs). Our goal is to engage parents of these students, encourage them to apply to the admissions lottery and then, for those who gain entry, work with the parents and the pre-K providers to help these students transition into our school. More broadly, we will use marketing strategies that encourage applicants with disabilities to apply, including: special marketing materials aimed at students with disabilities; emphasizing the school's range of services and accommodations, and; outreach to the CSD 20's Committee on Special Education (CSE) and Community Education Council (CEC).

3. English Language Learners: HCCS-Dyker Heights will hold a lottery preference for English Language Learner students. Similar to our strategy for recruiting SWDs, we are reaching out to pre-school programs with large communities of English language learners (ELLs). Should we be granted a charter, we will advertise the school in local Spanish-language media (e.g. newspaper, radio), host targeted informational sessions for non-English speaking students in both English and Spanish, and provide recruitment materials in multiple languages (i.e. brochures, handouts, website) that highlight unique services offered for ELL students. Note that our goal will be to recruit a similar percentage of ELLs as District 20 (currently at 26%) but reduce our overall percentage of ELLs as students advance through the grades and obtain proficiency on the NYSESLAT.

4. Economically Disadvantaged Students: As in the case of HCCS-Park Slope, we will actively recruit from the CSD 20 community to enroll the same or greater percentages of economically disadvantaged students (Currently, HCCS-Park Slope enrolls 60%, a higher percentage than its district which is at 50%). All of our outreach efforts will be spread across District 20, which has a rate of 72% economically disadvantaged students. We will specifically target programs such as Head Start that service low-income families. As District 20 students will be given priority in the lottery, we do not anticipate any challenges in reaching economically disadvantaged students.

b. Strategies for Retaining Students

1. Students identified in the mission:
We recognize that the needs of each student are unique, including academic, social and emotional. For this reason, HCCS-Dyker Heights will continue the successful practices from its sister school (HCCS-Park Slope), which serves a highly diverse community of learners. Specifically, we will set academic benchmarks based on data from formative and summative assessments, social/emotional benchmarks based on SEL assessments, and specific plans to support each student in reaching those benchmarks both in school and at home. Teachers will regularly communicate with parents/guardians about their student's performance and growth. At least eight times a year, teachers will formally review student performance and growth data with parents as part of a collaborative approach to addressing student needs. By differentiating the full educational program for each student, HCCS-Dyker Heights will increase the likelihood to students will remain at the school where their needs are being met.

2. Students with Disabilities:
Following best practices in educating students with disabilities (SWDs), HCCS-Dyker Heights will work closely with parents to transition students from early intervention services to school-age services for students entering in kindergarten. Using the IEP as a guide, we will work with students, parents and teachers to integrate students into the general population as fully as possible. This includes offering "push-in" services through integrated co-teaching and using specialized instructional technology (as appropriate), among other strategies. As SWDs progress through the grades at our school, we will work closely with parents/guardians and the CSE to conduct three-year reviews and, as necessary, more frequent reviews, in order to ensure that the IEP is up-to-date and addressing all of a student's needs/disabilities. By working closely with parents/guardians and treating the IEP as an evolving

document that recognizes and addresses students' changing needs as they grow and develop, HCCS-Dyker Heights will be able to help ensure that SWDs remain at our school through 8th grade.

3. English Language Learners:
As in the case of HCCS-Park Slope, we will employ ESL specialists who will work with classroom teachers both one-on-one and as teams to meet the needs of ELLs. The ESL specialists will help teachers review benchmarks for their ELL students, making sure individual student needs are met. The ESL specialists will also help teachers work in teams to align curriculum and integrate cross-content projects that support development of ELLs. In addition, all students will be engaged in learning multiple languages because instruction in Greek and Latin is a core part of our curriculum design. As a result, our teachers will be fully trained in multiple language acquisition strategies and the school's structure (scheduling, support services, etc.) will be aligned with best practices for supporting multiple language acquisition across the grade levels.

4. Economically Disadvantaged Students:
We will follow the best practices developed at HCCS-Park Slope to help ensure that economically disadvantaged students get the support they need to be successful from the first days of school. These practices include a transition to Kindergarten program that helps students understand the similarities and differences between their preschool experiences and Kindergarten. As many economically disadvantaged students do not have comparable access to preschool as their peers from more affluent families, the transition to Kindergarten program also helps orient students to the overall "school" experience. We also plan to offer a Universal Pre-K program by Year 3 of the charter as a means to help economically disadvantaged students gain the early childhood experiences that set the stage for long-term academic success. We will also offer after-school programming that provides additional resources and support such as tutoring, enrichment activities, and one-on-one counseling with teachers and advisors.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

a. Community Outreach Conducted to Date

HCCS-Dyker Heights is modeled on HCCS-Park Slope, a charter school located in NYC Community School District 15 that focuses on providing a diverse community of learners with a rigorous education in a dynamic environment. HCCS-Park Slope has a long and consistent history of success, and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. HCCS-Park Slope currently enrolls 480 students in grades K-8 and maintains a waiting list of over 500 students.

In Fall 2016, the HCCS-Park Slope Board of Trustees decided to pursue opening a "sister school" in Brooklyn and during the 2016-17 and 2017-18 school years, board members and school leaders from HCCS-Park Slope researched local communities to identify the best location for a second school. Based on the receptiveness of CSD 20 leaders, the diverse community in the district, and interest of families, the Board selected Dyker Heights. The HCCS Board established a planning team, which includes HCCS-Park Slope board members and school leaders, as well as parent leaders. This team has conducted the following outreach to date:[3]

- Solicited support through online and paper petitions;
- Solicited feedback through online and paper surveys about school design;
- Launched a public website (www.hccsdh-nys.org) and social media (e.g. HCCS's Facebook page);
- Distributed flyers and brochures to parents and local businesses;
- Held a public information meeting in District 20;
- Performed outreach to elected officials who represent the community;
- Performed outreach to local community leaders;
- Performed outreach to the District 20 Community School Superintendent and Community Education Council, and;
- Visited all preschools and daycares in District 20 to inform them about our charter application and solicit input on the school's design.

b. Initial Assessment of Parent Interest/Demand for the School

[3] Please see Table 2: Documentation of Outreach & Feedback and Actions Taken for a detailed listing of activities related to the forms of outreach listed here.

Broadly speaking, there is significant demand for additional high quality elementary and middle schools in Brooklyn. According to a report by the New York City Charter School Center, approximately there are approximately 2 applicants for every open seat in a charter school in Brooklyn for the the 2018-19 school year

(22,497 applicants for 10,872 seats).[4] As previously stated, HCCS-Park Slope currently enrolls 480 students in grades K-8 and maintains a waiting list of over 500 students. Thus far, we have collected the following evidence of support from parents and the community:

- Approximately 225 petition signatures in support of opening the school;
- Over 1,002 unique visitors to our website and 725 people reached via the Hellenic Facebook page updates on the new school, with 116 "reactions" to posts about HCCS-Dyker Heights and 47 "shares" of HCCS-Dyker Heights announcements, further growing the reach with each unique share to a new group of followers;
- More than 60 parents attended our public information sessions in District 20;
- Over 130 parents have responded to our survey about what they would like to see included in the design of HCCS-Dyker Heights;
- We have received numerous of support from elected officials and community leaders, and;
- One third of the current student population at HCCS-Park Slope resides in District 20, exhibiting a strong family base from the proposed neighborhood.

General Statements of Support for HCCS-Dyker Heights

As noted in Table 2, we have received several letters of support for HCCS-Dyker Heights, including letters from:

- Congressman Daniel M. Donovan, Jr.: *"This is a historic opportunity to help our students gain the skills and confidence needed to achieve their full potential."*
- Nicole Malliotakis, Assembly Member, 64th District: *"As one of Brooklyn's elected officials, I support Hellenic Classical Charter School Dyker Heights' application. I am confident that this school will build upon the educational strengths of its District [15] School, fill a void in the Dyker Heights community, and serve as an outstanding educational facility for those I represent."*
- Janice Lebby, Parent of Two Current HCCS Students: *"As a frequent visitor to your school, I have witnessed the wonderful work you and your entire staff do for children. By replicating your proven successful model, you will be able to accommodate your substantive waiting list and help touch the lives of more students in Brooklyn."*
- Denise Scaravella, CHiPs Soup Kitchen and Shelter Executive Director*: "We in the community are always looking for individuals and institutions that will help better our neighborhoods and that is why I fully support your work to open The Hellenic Classical Charter School Dyker Heights."*
- Anthony Grigos, Bay Ridge Federal Credit Union (BRFCU) President and CEO, Parent of HCCS Students: "*As a parent of three children who have either attended or are attending HCCS, I have seen how you transformed my students from young children into confident, intelligent young men and women who are well prepared and ready to contribute to the community."*
- KerryAnn Williams, Parent of HCCS Student: *"[My daughter] has successfully been accepted to her first-choice selections for both public and Catholic schools due to her enriched academic experience at the Hellenic Classical Charter School."*

Parent & Community Input on School Design

During our outreach process, the emphasis has been on collecting feedback on the specific school design of HCCS-Dyker Heights, not just garnering general support for a new charter school. Responses to the parent survey reflect overall support for the school design with 98% of respondents rating study of Greek language and culture as Important or Somewhat Important. The following table outlines the most repeated pieces of feedback from potential parents and community members received during the outreach period:

[4] 2018-19 New York City Charter School Lottery Estimates, New York City Charter School Center, June 2018 (available at http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2018-19.pdf).

Most Frequent Feedback Received	**Applicant Team Response**
1. Outdoor facilities and a playground/ More physical activity.	The school will prioritize outdoor space if possible; extra physical activity and outdoor time will be provided e.g. morning line-ups outside; additional recess opportunities in the morning, after lunch and after school.
2. Smaller classrooms.	Classes will be capped at 25 students.
3. Enrichment programs in arts, music, language/infuse learning with the Greek language and culture while maintaining a balance between core subjects and the arts.	This represents a key focal point of the HCCS model that is being replicated; HCCS-Dyker Heights will hold provide all 4 arts disciplines (visual art, dance, music, theater), including school-wide productions incorporating arts, the Greek language and all disciplines of music.
4. Keeping with the family and cultural feel and values of HCCS/supporting both the parents and student's needs.	There will be 8 formal opportunities for parents to receive feedback on their students in addition to the informal, periodic feedback provided (e.g. all teachers will provide parents with their email address and phone numbers). HCCS-Dyker Heights will hold 2-3 family engagement opportunities per month to ensure a sense of unity and inclusion in the school, including student and parent workshops, movie and games nights, and arranged classroom visits; Families will receive weekly emails on school updates and upcoming events.
5. Safety and security.	HCCS-Dyker Heights decided to budget for a full-time school safety agent with plans to add a 2nd agent after two years and a 3rd agent once schools adds 7th grade.
6. Quality of the teachers and faculty/ experienced teachers / the same caliber of individuals that genuinely care and are heavily invested in our children (which HCCS-Park Slope has).	HCCS-Dyker Heights will hold the same standards of quality for teachers and staff as Park Slope, including the belief that teachers must be learners who are deeply committed to professional development and collaboration across faculty. The replication model will include peer reviews, collaborative team work among faculty, appointment of teacher leaders, and regular teaching coaching, as well as a refined staff recruitment plan. Teachers will be expected to be experts in their discipline; they will be well-supported school leadership to ensure career fulfillment with Hellenic.

We continue to collect input from parents, as well as students and other stakeholders to inform our application (please see Table 2 for a summary of feedback from these many sources).

Table 1: Applicant Group Information

Created: 07/02/2018 • Last updated: 07/06/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Charles Capetanakis, Esq. [redacted]	Partner at Davidoff, Hutcher & Citron, LLP	Legal, Education, Facilities, Financial/Executive Plan Committee	Board of Trustees Chairman	Board of Trustees Chairman
2	Nikolaos Leonardos [redacted]	President at Dafnonas Estates, Ltd	Facilities, Financial/ Executive Plan Committee	Board of Trustees Treasurer	Board of Trustees Treasurer
3	Harvey Newman [redacted]	Senior Fellow Center for Educational Innovation, NY	Education, Facilities, Financial/Executive Plan Committee	Board of Trustee Secretary and Education Chair	Board of Trustee Secretary and Education Chair
4	Effie Lekas [redacted]	Assistant Director & Program Coordinator at Queens College Center for Byzantine and Modern Greek Studies	Education/ Executive Plan Committee	Board of Trustee Member	Board of Trustee Member
5	Nikiforos Mathews, Esq. [redacted]	Partner at Orrick, Herrington & Sutcliffe LLP	Legal, Facilities, Financial/Executive Plan Committee	Board of Trustee Member	Board of Trustee Member
6	Grazia R. Svokos [redacted]	Adjunct Instructor at Northeastern	Education/ Executive	Board of Trustee Member	Board of Trustee Member

	[redacted]	University	Plan Committee		
7	Christina Tettonis [redacted]	Hellenic Classical Charter School Park Slope (HCCS-PS) Principal	Principal / Executive Plan Committee	Superintendent	N/A
8	Joy Petrakos [redacted]	HCCS-PS Founding Director of Operations	School Operations, Financial Planning, Compliance & Accountability/ Executive Plan Committee	Director of Operations	N/A
9	Natasha Caban [redacted]	HCCS-PS Assistant Principal	Instructional planning, testing accountability special education/ Executive Plan Committee	None	N/A
10	Cathy Kakleas [redacted]	HCCS-PS Dean of Academics	Teacher Support, Curriculum Planning/ Executive Plan Committee	Principal	N/A
11	Dena Capetanakis [redacted]	HCCS-PS Special Events Coordinator	Community Outreach, Events Coordinator, Parent Coordinator/ Executive Plan Committee	Special Events Coordinator	N/A
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

The following Board members applied and were granted a charter for the Hellenic Classical Charter School in Park Slope, Brooklyn, New York:
Charles Capetanakis
Nikolaos Leonardos
Harvey Newman
The charter was approved by The New York State Board of Regents on February 8, 2005.
The current charter application (Hellenic Classical Charter School Dyker Heights) will be a replication of the original charter founded in 2005.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Charles Capetanakis

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Addres

Home Teleph

Home Addres

Business Tel

Business Ad

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Current board member of the Hellenic Classical Charter School.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   I am an Attorney and Certified Public Accountant and have had many years of pertinent public service.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   I will be involved in the development and preparation of the application and will be a proposed board member.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Charles Capetanakis
Printed Name

See signature page attached
Signature

June 8, 2018
Date

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

CHARLES CAPETANAKIS

Printed Name

Signature

6/8/18

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Chairman of the Board

12. Please explain why you wish to serve on the board.
To continue the mission of the existing HCCS.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here): **See resume.**

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have had the privilege of serving with my fellow board members for a number of years.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:
We know several proposed employees.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☐ None ☒ Yes
My wife is a current HCCS employee. I have recused myself from all business related to her.

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
Investigate and take action.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
I was the Lead Applicant of the original HCCS and have enjoyed seeing our school progress with the teaching of the modern Greek and Latin languages and the classics.

24. Please explain your understanding of the educational program of the charter school.
The school uses the Socratic Method (Paideia) to teach its subjects (above).

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Our current school has been successful due to a collaborate team effort on behalf of the administration and staff, and a constant interactive positive relationship with the engaged board. We will replicate that in the new school.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, CHARLES CAPUTANAKIS (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

6/8/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Nikolaos Leonardos

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Addr

Home Telep

Home Addr

Business T

Business A

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   Current Board Member of The Hellenic Classical Charter School in Park Slope, Brooklyn.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. ***I am the Principal and Managing Agent of Dafnonas Estates LTD. I bring strong facility and financial experience and knowledge to the table.***

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). ***As the Treasurer of the HCCS PS Board of Trustees since its inception, I am currently proud to be involved in the development and preparation of the proposed HCCS-DH charter application. I will continue to have the same role as the BOT Treasurer with our new school and look forward to overseeing the school's finances and facilities.***

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Nikolaos Leonardos NIKOLAOS LEONARDOS

Printed Name

Signature

July 5, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Treasurer*

12. Please explain why you wish to serve on the board.

    I wish to continue the great work, success and mission of The Hellenic Classical Charter School.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here): ***See resume***

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have served on the HCCS PS BOT with my fellow Board Members for many years.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here: ***I have the pleasure of knowing several charter school employees.***

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company

or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I would investigate, document all the facts of my investigation and report it to my fellow board members. If needed I would report my findings to the NYSED officials.***

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The Hellenic Classical Charter School will provide students in grades kindergarten through eight with a rigorous classical education that is rich in challenging content. The school will instruct all students using the Standard's Based curriculum and will supplement all instruction with the classical study of the Greek and Latin languages, as well as history, art, and other cultural studies. The school will utilize didactic instruction, coaching and Socratic questioning (Paideia). All students will leave the school prepared

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Nikolaos Leonardos** (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

July 5, 2018
Date

intellectually, socially, and emotionally to gain entry to and succeed in the best high schools in New York City.

24. Please explain your understanding of the educational program of the charter school. ***HCCS provides strong instruction in all subject areas, in all disciplines of the Arts and in addition provides Greek as a second language and the classical studies of Latin.***

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. ***The characteristics of a successful charter school are many. I believe the governance and leadership must be a high quality team, must work closely together, have open communication, high expectations and goals. Transparency and high work ethic is a must. This is why HCCS PS is a success. We will continue the same mission with our second charter at HCCS DH and it will be a huge success for the students, teachers and community as a whole.***

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Harvey Newman

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Addre

Home Telep

Home Addre

Business Te

Business Ad

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I have been part of the replication planning as a member of the Hellenic Classical Charter School.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. **For 55 years I have worked in public education in New York City and abroad as teacher, administrator, founding board member of charter schools and advisor to numerous charter and public schools. I have also assisted in the development of the New York State Charter Law and led a coalition of charter schools for many years**.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). **I have been and will continue to be available to consult and support all phases of this application using my expertise in school development and charter law.**

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Harvey Newman
Printed Name

Please see attached signature page
Signature

July 5, 2018
Date

operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

HARVEY NEWMAN

Printed Name

Harvey Newman

Signature

JULY 5, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. [redacted]

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member, Education Chair

12. Please explain why you wish to serve on the board.
    I am an advocate for public education with the belief that it is essential in our democracy.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here):
    Chair – Wild Cat Charter School (John V. Lindsay). I have worked in education my entire professional life (55 years).

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have served in the Hellenic Classical Charter School with them since its founding.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:
I have professional and personal relationships with some current employees of Hellenic Classical Charter School.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would consult with the Board Attorney.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Having been a founding member of the Hellenic Classical Charter School and having participated in the original application, I believe that this replication will incorporate all the essential elements of the original application and build upon the knowledge we have gained in operating the school for 14 years. More specifically, the school will incorporate Greek language, culture and learning methodologies that have been essential in the outstanding performance of the current Hellenic Classical Charter School.

24. Please explain your understanding of the educational program of the charter school.
The educational program of the replication school will align fully with that of the Hellenic Classical Charter School.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

First and foremost is having a clear mission that the board ascribes to and leadership and staff that, too, are in full alignment. As we have learned from Hellenic Classical Charter School, leadership in all phases of school operations is the overriding essential in an effective school. In the replication school we plan to utilize the successful leadership model, the current leadership and some current staff in implementing and overseeing the replication school. Having substantially the same board should effect a seamless opening for the new school.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Harvey Newman** (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

See signature page attached

_____

Signature

July 5, 2018

Date

school's mission and/or philosophy.

24. Please explain your understanding of the educational program of the charter school.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Harvey Newman (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

Harvey Newman

July 5, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: EFFIE LEKAS

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Add

Home Tele

Home Addr

Business T

Business Address: 65-30 Kissena Boulevard, Flushing, NY 11367

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☐ **X** Résumé Attached

   ☐ **X** Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Am Board Member of Hellenic Classical Charter School in Park Slope, since its founding in 2005.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☐ **X** I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☐ **X** I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. **My entire 33 year career has been devoted to Hellenic Studies and the teaching of the modern Greek language and Hellenic culture. During this time, I have established relationships with key members of the Greek American community, Greece and Cyprus dealing with education and beyond, and am able to tap this vast network of contacts for information and advice on relevant issues pertaining to education from the elementary school level on.**

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). **As a Board Member of the Hellenic Classical Charter School in Park Slope, I also serve on its Education committee and will continue to do so at the Hellenic Classical Charter School in Dyker Heights. I was present and participated at our community outreach event at the Dyker Heights Public Library on June 26, 2018 and plan to attend all such future events as well and to contribute to the preparation of the application as needed.**

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

EFFIE LEKAS

Printed Name

Signature

JULY 2, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☐ **X** I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☐ **X** This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☐ **X** This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member, Education Committee**_____

12. Please explain why you wish to serve on the board. **I have been a Board Member of the Hellenic Classical Charter School in Park Slope since its founding in 2005 and am excited to also serve on the Board of our second school in Dyker Heights.**

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ **X** This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☐ **X** Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have served on the Board of the Hellenic Classical Charter School with most of these individuals since 2005.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☐ **X** Yes.
If yes, please indicate the precise nature of your relationship here:
I have served on the Board of the Hellenic Classical Charter School since 2005 and have worked closely with the administration and faculty.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☐ **No.** ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ **X** Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ **X** Not applicable because the School will not contract with a management

company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ **X** Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☐ **None** ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would further investigate and act accordingly.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☐ **X** This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. **The Hellenic Classical Charter School will provide students in grades kindergarten through eight with a rigorous classical education that is rich in challenging content. The school will instruct all students using the Core Knowledge curriculum and will supplement all instruction with the classical study of the Greek and Latin languages, as well as history, art and other cultural studies. The school will utilize didactic instruction, coaching and Socratic questioning (Paideia method). All students will leave the school prepared intellectually, socially and emotionally to gain entry to and succeed in the best high schools in New York City.**

24. Please explain your understanding of the educational program of the charter school.
The Hellenic Classical Charter School will provide instruction in a classical education model that uses Core Knowledge, didactic instruction, coaching, intensive academic support and Socratic Method. (Paideia) The Hellenic Classical Charter School also has a comprehensive Greek program that includes instruction in the Greek language, culture and history. The school's Greek program is supported through a unique partnership with the government of Greece, which has provided Greek teaching staff, professional development and curriculum materials for Greek instruction. The Hellenic Classical Charter School also provides a variety of supports to students and their families to help them learn about, apply to and gain acceptance into high-performing high schools in NYC.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The Hellenic Classical Charter School's classical education model has proven to be an effective one and it will be implemented in the Dyker Heights school as well. The Board of the Hellenic Classical Charter School must be vigilant and maintain the academic integrity, excellence, and character of the school, as I have indicated in my answers to questions 23 & 24.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **EFFIE LEKAS**

_____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Effie Lekas

Signature

July 2, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Grazia R. Svokos

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Address: [redacted]

Home Telephone [redacted]

Home Address: [redacted]

Business Teleph [redacted]

Business Addres [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   [X] Résumé Attached

   [X] Copy of Diploma, Transcript or Supporting Documentation Attached
   [ ] If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I became aware of the opportunity to join the applicant group from the BOT of the Hellenic Charter School.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   [X] I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   [X] I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   The experience and skills that I bring to the table are manifold. First is my personal experience as a child immigrant from Italy, enrolled in Brooklyn public schools as a non-native speaker in first grade. This personal experience makes me eminently capable of advocating for the needs of the population of families children the Hellenic Classical Charter School (HCCS) serves.

   I bring to HCCS my broad knowledge of policies and public organizations through the various boards I have served over the last 15 years. My skills as a board member for public service organizations began developing years ago when I was appointed to my first board in a small Missouri town. There I served on the local public library board during their major expansion campaign. Later, I served as the president of the parent organization in one of our daughter's high school, and the vice president of the parent organization in our other two daughters' high schools. More recently, I am honored to have been chosen to serve on the trustee board for one of our country's most renowned public television network, WNET, for over 4 years.

   Second are my academic skills as both a university instructor and a doctoral student who is writing a dissertation about second-language writing and E-learning technologies in education. My scholarly research and job also enable me to infuse not only educational theory, but also current research and educational practice into discussions and decisions affecting HCCS. My experience and knowledge accrued in various public boards and leadership positions will also be helpful to the school.

   Finally, I am a mother of grown children who experienced not only public, but also public charter schooling. My family's experiences with various forms of educational structures allow me to understand the needs and hopes of families who decide to pursue this type of education for their children.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   The HCCS has been recognized as a High Performing Reward School by N.Y. State department of education for four years in a row. My role in relation to the operation of this charter school as a member of the applicant group and proposed initial board of trustees is to ensure that the standards that earned HCCS this recognition continue to be met and surpassed.

I view my role as continuing to provide the type of leadership support in ethical, professional, and economic decisions that continue to garner HCCS its recognition. I also view my role as advocating for the school's diverse student population with respect to the school's mission and vision, as well as New York State's educational mandates.

My responsibilities therefore are to consistently keep up to date with the school's board activities, reports and presentations as they relate to meeting the school's charter and to initiate discussions and ask questions when needed.

My commitment to the school is that of a passionate promoter of educational opportunity. My experiences as a former second-language immigrant in Brooklyn's public schools proved to me that economic and social advancement is possible through education and that education should meet the needs of our younger students. As a current academic teaching English composition at Northeastern University's College of Professional Studies, I am aware of up to date educational research and practice that informs my work with the Hellenic Classic Charter School.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Grazia R. Svokos

Printed Name

Signature

June 7, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   [X] I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   [X] This does not apply to me. [ ] Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    [X] This does not apply to me. [ ] Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Board Member

12. Please explain why you wish to serve on the board.

    I fully believe in and support the mission of HCCS to empower K-12 students with a rigorous education based on the classical Greek and Latin based models. As a former non-native speaking immigrant and grade schooler in Brooklyn, I feel a duty to try to assist families in HCCS's diverse and immigrant district to obtain the highest possible quality of education and support they can get. I know that my experience, education, and personal background can assist the school, and in doing so help these families realize educational goals and dreams.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ Yes. (Include description here):

WNET Board of Trustees, 2014 to present

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

[X] I / we do not know any such persons. [ ] Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

[X] I / we do not know any such persons. [ ] Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

[X] No. [ ] Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

[ ] Yes.
[ ] Not applicable because the School does not/will not contract with a management company or charter management organization.
[X] I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

[ ] Yes.
[ ] Not applicable because the School will not contract with a management company or charter management organization.
[X] I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
[X] I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

[X] None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As a board member, my responsibility is to uphold the charter of the school as well as the ethical and professional standards set forth by the New York State Education Department. If I believed one or more members of the charter school's board were involved in working for their own benefit or the benefit of friends or family I would first bring it up as a matter of public record during a board meeting. If the explanation at this meeting was insufficient, I would then write to the New York State Education Department expressing and detailing my concerns. This letter would copy the charter school board members and its principal and relevant administrators.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

[X] This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

My understanding of the Hellenic Classical Charter School's mission and philosophy is that it intends to give students K-8 a rich, challenging instruction, in keeping with

Core Knowledge curriculum of NY State, with the addition of teaching Greek and Latin languages, as well as classical history, art, literature and culture. The HCCS teaching philosophy utilizes didactic (i.e. informative) instruction, coaching and Socratic questioning methodologies. I also understand that the mission of the school is to serve a diverse, and sometimes marginalized, student body population by giving them tools to achieve educational goals – including that of gaining entry into the best NYC high schools.

24. Please explain your understanding of the educational program of the charter school.

My understanding of the Hellenic Classical Charter School's educational program is that it teaches K-8 students using the classical models originating from Hellenism – this includes using the Socratic method, as well as teaching children Greek and Latin languages, classical history, art, and philosophy. The school adheres to the NY state education's Common Core Learning Standards, aligning its studies, and supporting students' learning through rich instruction. Students receive the academic support they need in order to accomplish rich and deep learning. Hellenism is the basis of Western society and democratic values. In this respect, the Hellenic Classical Charter School empowers students by making them understand the values of democracy as well as their responsibilities to be good citizens. The Socratic Method believes that students learn when they come up with the answers – not when they are fed the answers. In this respect, teachers at the Hellenic Classical Charter School teach by asking questions in an effort to have learners literally learn how to learn. This is the same teaching philosophy of John Dewey – that students must act in order to learn as humans are not passive recipients, but, rather, active pursuers of knowledge. The same type of learning is also advocated by sociocultural learning theories that see teachers as helping students achieve a leap of knowledge by focusing on didactic and dialectical reasoning with the student. The teaching of Greek and Latin adds to the curriculum because not only are these languages the roots of English as we know it, but also knowing them allows students to read works of classic literature and philosophy in the original, also helping their learning and understanding. In short, the school's education program is geared to classical studies, languages, and learning philosophies that are meaningful in today's world, provides a rigorous education with supportive coaching and teaching instruction, with the goal of preparing students for future educational success through entry in NYC's selective high schools.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe a successful charter school must have the following characteristics: 1) a board that understands the mission of the school and the population which it serves; 2) educational leaders who champion both students and faculty; 3) a track record of achievement; 4) a teaching philosophy that is sound; and 5) an understanding of the public's educational needs as well as its resources and lack of opportunities.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Grazia R. Svokos (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Grazia R. Svokos

Signature

7 June 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Nikiforos Mathews

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I became aware of the opportunity to serve the School during its planning stages through my affiliation with one of the Founders.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I value education tremendously and have been involved in education as a student (both undergraduate and law school), Charter School Board Member, Law school lecturer and chair of training for the Structured Finance Practice Group of my law Firm.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I was involved in reviewing and commenting on the initial application for the School and in participating in planning meetings, as well as meeting with DOE personnel.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   N/A

Nikiforos Mathews

Printed Name

Signature

June 5, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   N/A

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Finance Committee, Facilities Committee

    _____

12. Please explain why you wish to serve on the board.

    I wish to serve on the Board because I believe in its mission and value the importance of education.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I have served with many of the current Board members for 14 years. I also had a pre-existing personal relationship with one of the Founders, Charles Capetanakis.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company

or charter management organization.

☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☐ Not applicable because the School will not contract with a management company or charter management organization.

☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would obtain the relevant facts and, if they suggest that a member is worker for his or her own benefit (or that of their friends and family), I would promptly make the Board aware and, if no remedial actions were taken, would inform the relevant NYS DOE authorities.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The School's mission is to provide students in grades kindergarten through eight with a rigorous classical education that is rich in challenging content; instruct all students using the Core Knowledge curriculum and supplement all instruction with the classical study of the Greek and Latin languages, as well as history, art, and other cultural studies; and utilize didactic instruction, coaching and Socratic questioning (Paideia), so that students will leave the school prepared intellectually, socially, and emotionally to gain entry to and succeed in the best high schools in New York City.

24. Please explain your understanding of the educational program of the charter school.

The School's educational program provides strong instruction in math, science and the arts, as well as classical study of language, culture and history.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school, for which the Board is ultimately responsible, include: remaining committed to the mission of the School; hiring of competent staff (leadership, teachers and support); maintaining a close eye on financial challenges to avoid missteps and conflicts of interest and foster growth; and encouraging parents to become engaged in the success of the school and its students.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Nikiforos Mathews (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

June 5, 2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Christina Tettonis

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Add

Home Tele

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. I am the Principal of HCCS-PS.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. See attached.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). See attached.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Christina Tettonis
Printed Name

Christina Tettonis
Signature

7/3/18
Date

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am honored to be principal of the Hellenic Classical Charter School (HCCS) since 2007. Under my tenure HCCS has received two full-term charter renewals. The Commissioner of the New York State Department of Education has designated HCCS as a Reward School for four consecutive years in recognition of our students' high academic achievement. In February of this year, the NYSED recognized HCCS as one of the top 155 schools in New York State. HCCS was recently featured in the book, New York City's Best Public Pre-K and Elementary Schools, A Parents' Guide by Clara Hemphill. HCCS consistently receives an excellent rating in the DOE quality annual report in the following components: rigorous instruction; collaborative teachers; supportive environment; effective leadership; strong family ties and trust.

I served as the principal of Public School 170 in Community School District 20 for the NYC Department of Education from 2002- 2007. During this time PS 170 was recognized as a high-performing/gap closing school and was also selected a model school for the arts as well as for academic intervention services. From 1997-2002 I served as Director of The Drug and Alcohol Abuse Prevention Program for Community School District 20. I began my public school career as a teacher at Public School 186 and Public School 105 in Brooklyn, New York. My first teaching position was at Holy Cross Parochial School.

I was born and raised in Brooklyn, New York. I am the eldest daughter of Greek-American immigrants. My Hellenic heritage is an important part of my identity and it has been the privilege of a lifetime to share this amazing culture with my students at HCCS.

Since 2007, I have been a member and advisor for the Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University. HCCS has been the recipient of two NYSED dissemination grants and I have worked collaboratively with both charter and public schools for numerous years.

I bring many years of teaching and leadership experience to the table and look forward to continuing on this journey.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will serve as superintendent of HCCS Dyker Heights and its sister school, HCCS Park Slope. I will be responsible for overseeing the operations of both schools by working closely with each school's principal and administrative staff. This will entail leading our professional development efforts, managing our hiring processes, designing our curriculum, and ensuring our financial plan is aligned with our programmatic goals. I will remain engaged with my students and their parents as I always have -- by soliciting feedback and discussing ways to make our program even stronger.

In addition to working with internal stakeholders, I will manage relationships and coordinate with external stakeholders on behalf of our HCCS programs. I will make formal reports to our chartering entity, conduct outreach and build strategic partnerships, and lead our open house initiatives. I will maintain the close connection we have with our Park Slope community and work diligently to develop a productive relationship with our new community in Dyker Heights. I will meet with community leaders and search for ways we can collaborate to ensure a positive future for Dyker Heights and our school.

The most exciting role I will have the opportunity to carry out is ensuring that both schools are aligned under the mission that has enabled us to succeed over the past 13 years. We will prepare students academically and emotionally to gain entry and exceed in high school and beyond. We will, as always have, accomplish this by challenging our students to ask questions, identify new intellectual lines of inquiry, explore these new spaces, and draw conclusions based on their experiences. I will bring the lessons I learned while implementing this mission as principal of HCCS Park Slope to my new role as superintendent.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Joy Petrakos

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

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Home Addres

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I am the Founding Director of Operations of The Hellenic Classical Charter School, Park Slope.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   As the Founding Director of Operations of The Hellenic Classical Charter School (HCCS-PS) in Park Slope, Brooklyn I was responsible and played an active role in the school's initiation recruiting over 111 students in HCCS-PS's first school year in 2005. Along with the Principal, I facilitated in hiring all the teachers and staff. In addition, I was responsible and played an important role with the 2010 & 2015 New York State Board of Regents renewal and the school's development and evolution into the flourishing institution it is today. Under my direction, the school has established a financially sound operation currently managing a 7.3 million dollar budget and completed an 8.2 million dollar expansion project in 2014. I am responsible for creating all systems, implemented policies, served as the public relations liason, Greek government liason, human resource administrator, admissions administrator, accountability and compliance administrator to name a few.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   My role in HCCS-DH's application is to co-write and establish all systems in regards to the start up of our new charter. As a proud member of the team, I have been on weekly conference calls with our consultants. I am prepared and cannot wait for HCCS-DH to open in September 2019 of course with NYSED Board of Regent's approval. I am determined to work just as hard and make our whole community proud as we have done for over 13 years with our sister school, HCCS-PS.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Joy Petrakos
Printed Name

Joy Petrakos
Signature

7/5/18
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Natasha Caban

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Teleph [redacted]

Business Addre [redacted]

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Background Information – All Applicant Group Members

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   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. I am the Assistant Principal of HCCS-PS.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been in the educational field for the past 13 years. I was hired as a Special Education teacher/coordinator in October of 2005. I developed and implemented the special education program that is currently used at Hellenic Classical Charter School. I was the Special Education teacher for 3 years and was then offered my current leadership position, as the first Assistant Principal. Throughout my years as a school leader, I have undertaken school initiatives and programs such as Reading Rescue and the PICCS teacher incentive program. I have also overseen the ESL/ELL program since becoming a school leader. I facilitate professional development for the subgroups such as ELL, Special Education and AIS (Academic Intervention Services). Within my roles and responsibilities, I coordinate and create teacher and school wide schedules, NYS testing and internal standardized testing, as well as, oversee data management, accountability and ensuring academic compliance for Federal and State entities.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

In preparing for submission of our application, I have participated in initial planning meetings and discussions about the replication of the Hellenic Classical Charter School. I will be providing my knowledge and experience to the team in the creation of the final application to be submitted in August.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Natasha Caban
Printed Name

Natasha Caban
Signature

7/3/18
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Catherine Kakleas

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telep [redacted]

Business Addre [redacted]

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Background Information – All Applicant Group Members

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☒ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached

☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I am currently the Dean of Academics at Hellenic Classical Charter School, Park Slope and was offered this opportunity by the principal, Christina Tettonis and the school board.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been an educator for twenty three years. My leadership role at Hellenic, Park Slope for the past eight years has provided me the opportunity to improve my skills in instructional leadership, coaching, curriculum development and providing effective professional development. As a leader I encourage and model collaboration, reflection and personal growth.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am a member of the team that worked collaboratively on the LOI application for Hellenic, Dyker Heights. I was and continue to be part of the weekly conference calls leading to the completed LOI application. I also worked with the team to design the Hellenic, Dyker Heights school brochure in preparation for community outreach.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Catherine Kakleas
Printed Name

Catherine Kakleas
Signature

7/2/2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dena Capetanakis

Proposed Charter School Name: Hellenic Classical Charter School Dyker Heights

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☑ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. I have been employed at HCCS since July 2007.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   See Attachment A
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   See Attachment B
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Dena Capetanakis
Printed Name

Signature

July 5, 2018
Date

Dena Capetanakis **Attachment A**

Personal Statement about experience and skills

I have been HCCS's Special Events Coordinator for the past ten (10) years and am thrilled to assist the School in its new endeavor. In my HCCS tenure, I have seen the school achieve many successes and am proud to say that the School's interaction between the School's administration and faculty and the parents, elected and appointed officials and community at large has been an important part in HCCS's growth. Our office (I serve as the main liaison) has played a major role in the School's outreach, and from a personal standpoint, I believe that my strong planning and organizational skills and team-oriented mind set has encouraged all parts of the HCCS family to collaborate and achieve mutual goals.

Dena Capetanakis **Attachment B**

Personal Statement about role in application

My specific role in HCCS's application is to coordinate, facilitate and finalize the school's public outreach effort. I am the current HCCS Special Events Coordinator and now serve as the liaison between HCCS's administration and faculty and parents, elected and appointed officials and community at large. To help with our current outreach, we have relied on our strong good-working relationships in our existing HCCS community, and have further employed our best practices to the entire District 20 community. I am thrilled to say that our tried and true methods are again proving to be successful as we have received an overwhelming positive reaction from the District 20 community. Toward that end, I am heartened to say that the current HCCS PTA, as well as several HCCS alumni, all of whom are already tremendous HCCS ambassadors, have each assisted with the outreach, have gained community support and have formed new relationships.